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ABSTRACT

As part of an annual statewide evaluation process, quantitative information on community college education is reviewed by the Maryland State Board for Community Colleges. Subsequently, a qualitative assessment is conducted by selected colleges in response to specific questions raised by the board. This report provides the results of individual qualitative evaluations of 49 programs throughout the community college system, as well as the results of a statewide evaluation of general studies programs. First, the evaluation of the general studies programs is presented. This section includes descriptive information on the programs offered at all 17 community colleges in the system, an analysis of trends in enrollments and student characteristics, program performance data, results of evaluations conducted by the colleges, and recommendations regarding student advisement/tracking and program coordination/administration. The next section contains separate evaluations of 49 programs including 13 general studies programs (evaluations of the other four had been published previously) and 36 others identified as having such problems as declining enrollments, low transfer rates, low job placement levels, high costs, inadequate student follow-up, or declining degree awards. For each program, the following information is provided: (1) the name of the college, the program, and the level of award; (2) responses to the board's questions concerning graduate placement and follow-up, program quality, and the causes of the identified problems; (3) actions planned by the college to remedy the problems; and (4) board recommendations. (AYC)

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Maryland State Board for Community Colleges

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Maryland Community Colleges 1988 Program Evaluations

Issued May 1989

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1988 PROGRAM EVALUATIONS
MARYLAND COMMUNITY COLLEGES

Maryland State Board for Community Colleges
914 Bay Ridge Road • Annapolis, Maryland 21403
301-974-2881
Issued May 1989

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FOREWORD

In 1978, the State Board for Community Colleges approved the Maryland Community College Program Evaluation System. This system, conceptualized in 1974, is based on a quantitative review of community college program information by the State Board for Community Colleges and a subsequent qualitative assessment conducted by the individual community colleges in response to specific questions raised by the State Board. The system was developed through a cooperative effort of the Maryland community college presidents, deans, institutional researchers, faculty, and the State Board staff. The fundamental premise of the system is that Maryland's community colleges are striving to achieve program quality and the colleges have the capacity for self-assessment and the courage to take action based upon the results of such assessments.

Since the inception of this program evaluation system, 524 programs have been evaluated. Many programs were improved, 103 programs were discontinued, and 12 programs are currently inactive.

In July 1988, each college received a set of questions from the State Board for Community Colleges based upon data in the Program Data Monitoring System. This document contains the results of individual community college qualitative evaluations of 49 programs throughout the community college system. Also included are the results of a statewide evaluation of General Studies programs. In most cases, the efforts of the colleges went beyond the questions raised by the State Board. Full credit should go to Maryland community colleges for their efforts. The community college Program Evaluation System is an annual process. Additional community college programs will be identified for evaluation in 1989.

James D. Tschechtelin
Executive Director

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STATEWIDE EVALUATION
OF GENERAL STUDIES ASSOCIATE DEGREE PROGRAMS

ABSTRACT

Associate degree General Studies programs are offered at all seventeen Maryland community colleges. These programs are designed to allow students maximum flexibility in their curricular choices. Typically, students enroll in General Studies programs if they have transfer preparation as their academic goal but have not selected a transfer institution or a major course of study; if they are undecided about their personal and professional goals; if they want to be able to partially design their own program of study or focus on an area of academic or occupational interest; or if they do not plan to transfer to a four-year institution but wish to pursue a generic two-year college degree.

For the five-year period from 1984 to 1988, headcount enrollment in General Studies programs increased 7 percent. At the same time, the number of General Studies students who received a degree declined 24 percent. This is in contrast to an 11 percent increase in the number of awards for all transfer programs. One explanation for this decline is that General Studies students have a diversity of goals and many are not seeking a formal degree. Another is that some General Studies students see the program as a "holding pattern" until they decide on a "major" field of study. Once they have firmed up their academic and professional goals they move on to the four-year college or university. In any event, General Studies students are more likely to be interested in "taking courses only" than students in other community college curricula. When surveyed, 12 percent indicated that their primary reason for attending a community college was personal enrichment.

While there is general agreement that the flexibility of the General Studies program is the key to its success, the wide latitude that such a program provides in terms of course selection presents some special challenges to those advising students and monitoring their progress. With an eye to strengthening General Studies programs, the State Board for Community Colleges makes the following recommendations:

- Given that many General Studies students are uncertain about their academic or career goals, a top priority must be the requirement that every General Studies student meet with an academic advisor early in his/her college career to develop a sequential, coherent, focused program of study. Once the student's academic plan has been determined, the student's progress should be monitored on a semester-by-semester basis. To facilitate this process, every college should have a cadre of academic advisors assigned specifically to work with General Studies students.

- Colleges that do not have a formal system of evaluation for monitoring the progress of General Studies students and for tracking those who transfer to four-year institutions are strongly urged to implement such a system. As part of this evaluation system, colleges are encouraged to survey currently enrolled General Studies students as well as those who have graduated or transferred. Greater emphasis at all community colleges should be placed on gathering statistical information about the progress and retention of General Studies students.

- At institutions that do not have a specific person assigned the responsibility for coordinating the various components of the General Studies program, serious consideration should be given to the appointment of a General Studies Program Coordinator. The coordinator should have overall responsibility for program review, program evaluation, student orientation and advisement, and program articulation with senior colleges and universities.

- If a college has not already done so, it is encouraged to convene a General Studies program advisory committee comprised of faculty and other members of the college community directly involved with the General Studies curriculum. The committee should include students in the General Studies program, faculty from some of the "core" disciplines, members of the counseling staff, representatives from the institutional research office, and personnel from key student services functions, such as admission and registration. This committee should make recommendations about issues of concern and play a major role in charting the future direction of the program.

- Unlike students enrolled in more precisely defined community college programs, General Studies students often do not have an identity as a group and find it difficult to develop peer relationships. To help General Studies students become more integrated into the total campus community, colleges are encouraged to make special efforts to involve this population in co-curricular and extracurricular activities.

STATEWIDE EVALUATION
OF GENERAL STUDIES ASSOCIATE DEGREE PROGRAMS

The program evaluation system of the Maryland State Board for Community Colleges is in its eleventh evaluation cycle. The system is essentially a two-step process each year. First, all programs undergo a computer-based quantitative review built on data collected throughout the year. Programs are reviewed for such indicators as low enrollment and high cost. Secondly, a smaller number of programs are identified for a more comprehensive qualitative evaluation to be conducted by college staff and later reviewed by the State Board staff. As part of this qualitative evaluation, one program is singled out for statewide evaluation.

For the 1988 program evaluation cycle, all seventeen community colleges were asked to include the Associate in Arts degree program in General Studies (HEGIS No. 4950-01) in their qualitative evaluations unless the college had done a qualitative evaluation of that program in the last two years. The resulting evaluations are found in the respective college sections of this publication. (Note: The evaluations of the associate degree General Studies programs at Dundalk Community College, Frederick Community College, Hagerstown Junior College, and Howard Community College were published in Spring, 1987.)

Program Descriptions

Community colleges serve a diversity of populations who seek to earn a college degree, but the paths that these learners take are varied and progress is not always made in a straight line. Many students enter community colleges with the aim of pursuing a college education but without clearly defined career goals or academic plans. The Associate in Arts degree in General Studies allows students maximum flexibility in their curricular choices. Typically, students are advised to enroll in the General Studies program (1) if they have transfer preparation as their academic goal but have not selected a transfer institution or a major course of study; (2) if they are undecided about their personal and professional goals; (3) if they want to be able to partially design their own program of study or focus on an area of academic or occupational interest; and (4) if they do not plan to transfer to a four-year institution, but wish to pursue a generic two-year college degree.

All of the General Studies programs at the seventeen Maryland community colleges have been designed to support two fundamental but interrelated aspects of the community college mission: (1) to provide access to all students that might desire and benefit from the opportunity to complete the first two years of an undergraduate degree at a relatively low cost; and (2) to give those who enter college without adequate academic preparation or clear direction a solid background in the skills necessary to successfully progress toward a baccalaureate degree.

The total credits required for the Associate in Arts degree in General Studies ranges from a high of 64 credits to a low of 60 credits, the minimum allowed for an Associate in Arts degree under State guidelines. The overwhelming majority of the colleges require 61-63 credits. In the past, these credits were usually equally divided between required foundation courses in the arts and sciences and open electives chosen by the student in consultation with a faculty advisor. More recently, faculty at some institutions have been concerned that too much flexibility in the selection of courses can result in students using the General Studies program as an "academic grab bag." To guard against this, many of the community colleges now limit the number of totally open or free electives that a student may select. There are a variety of policies that colleges have adopted for achieving this end from reducing the number of open electives to prescribing additional "program" electives within certain broad categories, such as the humanities, social sciences, and natural sciences, to requiring students to complete a specified number of credit hours in a single discipline or field. The movement, then, seems to be away from unstructured flexibility to an orderly, sequential, more focused approach.

Student Trends and Characteristics

As shown in Table 1, for the five-year period from 1984 to 1988 despite some significant statewide fluctuations in overall enrollment, statewide headcount enrollment for students in General Studies programs has increased. During this period there was a 7 percent increase. This increase does not include the General Studies students from Montgomery College since Montogmery College did not have a formal General Studies program until fall, 1986. Statewide eleven colleges saw an increase in enrollment. At Anne Arundel and Wor-Wic Tech enrollment increased 118 percent and 148 percent respectively.

While enrollment has increased slightly, the number of associate degrees that has been awarded to General Studies students has declined over the past several years. For the five-year period from 1984 to 1988, the number of associate degrees awarded in General Studies declined 24 percent. This is in contrast to an 11 percent increase for all transfer programs (Table 2). No doubt this decline in awards reflects the diversity of goals of the students enrolled in the program, many of whom are not degree-seeking.

What type of students, then, enroll in General Studies programs? The State Board Enrollment Information System provides specific answers to this question (Table 3). First, a slightly larger percentage of General Studies students enroll as full-time students than the community college population as a whole. Specifically, for every three General Studies students who enroll full-time, seven are enrolled part-time. General Studies students have approximately the same mean and median age as community college students in general, and the percentage of male and female students is

almost identical to that for all community college programs. Fifty-nine percent of all General Studies are female as compared to sixty percent for all programs. With respect to race, black students enroll in General Studies programs at a slightly lower rate as than do students in other community college programs; that is to say, black students comprise 15 percent of the total enrollment as compared to 17 percent for all community college programs.

There are two differences between General Studies students and community college students as a whole that are worth mentioning. General Studies students take, on the average, six credits per semester, which is one credit less than the majority of community college students. More significantly, 35 percent of the General Studies students are new to higher education as compared to 27 percent for all community college programs.

What are the goals of General Studies students and why do they enroll in this program? The State Board's graduate follow-up surveys provide some useful data on student goals (Table 4) and the primary reasons for attending a community college (Table 5). Like other community college students enrolled in transfer programs, the overwhelming majority of General Studies students ultimately aspire to an Associate in Arts degree. But in several important ways, General Studies students are different from students in other programs. More General Studies students are interested in "taking courses only" than students in other community college curricula. Moreover, though the program is geared toward transfer, when asked why they were attending a community college, fewer General Studies students indicated that they were preparing for transfer to a baccalaureate institution. Only 50 percent had transfer preparation as their goal as compared to 61 percent for all other students enrolled in transfer programs. It should also be noted that 12 percent of all General Studies students stated that their primary reason for attending a community college was personal enrichment, whereas only 8 percent of other transfer students said that they were enrolled for avocational purposes. These figures suggest that the associate degree General Studies program is the preferred curriculum for those who see the Associate in Arts degree as an end in itself.

Sixty-two percent of the General Studies graduates who responded to the 1986 graduate follow-up survey reported they had actually transferred to a baccalaureate institution, a figure slightly less than that for all other transfer students. To what colleges do these students transfer? Table 6 shows the pattern of transfer for General Studies students to four-year institutions. The overwhelming majority of General Studies graduates transfer to a college or university within the University of Maryland System. Towson State University and the University of Maryland College Park are the primary choices. Approximately 20 percent of the 1986 General Studies graduates transferred to Towson. Almost the same percentage transferred to the College Park campus of the University of Maryland. Thirteen percent indicated they had transferred to the University of Maryland at Baltimore, and another 18 percent had transferred to one of the other four-year campuses within the University of Maryland System.

Program Performance

If transfer to a four-year college was the principal goal that had been set when entering the community college, how successful were General Studies graduates in achieving that goal? Data from the State Board's graduate surveys provide some useful answers to this question (Table 7). Eighty-one percent of those who transferred indicated they had lost less than seven credits in the transfer process, and 62 percent said they had earned a grade point average of 3.0 or higher on a 4.0 scale.

Ninety-four percent of the graduates reported they had achieved their personal goal. Ninety-two percent stated they were satisfied with the overall quality of the instruction they had received at the community college, and 97 percent expressed satisfaction with their transfer preparation.

When asked about the relationship of the community college program to the transfer program, only 22 percent of the respondents thought that there was a direct relationship as compared to 68 percent for all transfer programs. Twenty-seven percent were of the opinion that the community college program and the transfer program were not directly related. This is not surprising. Unlike other community college transfer programs, such as Engineering or Computer Science or Teacher Education, which include courses that can be counted at the transfer college or university toward fulfilling "major" requirements, the nature of the General Studies program is such that it does not parallel any particular "major" at a senior institution. It is the view of the colleges that while students do not lose many credits in transfer, their community college courses transfer as lower level general education and elective courses rather than as courses applicable to a "major." As a consequence, a higher percentage of General Studies transfer students are likely to have to take additional coursework beyond the normal 120 hours to complete all of the more specific "major" requirements.

Evaluations Conducted by the Colleges

The colleges were asked to respond to specific questions in their review of the General Studies program:

- What is the purpose of the General Studies program at your college?
- How are students using the General Studies program at your college? What are their degree goals?
- What do you think should be the criteria for a successful General Studies curriculum?
- What academic and support services are available to students enrolled in the General Studies curriculum? Are any full-time faculty members assigned to the program? Are any special academic advising and/or other support services provided for General Studies students?

- Describe briefly how the General Studies program is administered and evaluated on your campus. Does the program have any formal internal or external advisory committee? If so, please indicate the composition of the committee. When did the committee last meet, and what types of recommendations were made?

- What action(s) does the College plan to take to address the above issues?

All of the community colleges were in general agreement about the purpose of the General Studies program. The curriculum is designed for a diverse range of students who need a high degree of programmatic flexibility to meet their educational and personal goals. Historically, those most likely to enroll in General Studies programs include:

- Students who plan to transfer to a baccalaureate institution but who have not selected a major area of study;

- Students who have transfer preparation as their goal, but who have not selected a specific type of transfer institution;

- Students who are uncertain about their career and educational goals and wish to sample courses from a variety of disciplines before making a definitive academic choice;

- Students who view the Associate in Arts degree as a terminal degree and want to partially design a course of study to meet unique occupational or personal needs;

- Non-traditional students who want a broad-based college-level general education.

When asked how students were using the General Studies program in relation to their career goals, most colleges were of the opinion that the General Studies program was being used as intended. They pointed out the program's flexibility gave working adults with previous college work or a change in career direction the latitude necessary to enable them to earn an Associate in Arts degree. However, there were a few colleges who were concerned that the General Studies program had become a "catch-all" degree for unfocused students and a "fall-back" position for those students who were unsuccessful in the upper level courses of a particular curriculum or who were seeking to avoid some of the more rigorous courses. At least one college restructured its General Studies program after it discovered that the program had evolved into a "holding pattern" for students who were undecided or who had not determined a major. Once career or discipline choices were solidified, the college found that students switched from General Studies to more prescribed programs. Thus while campus registrations each Fall showed that General Studies was one of the largest programs, at the time of graduation the number of students actually seeking a degree in General Studies was low.

There is a very practical reason why some students declare that their program is General Studies. Most community college students are receiving some type of financial aid. To be eligible for financial assistance, a student must be enrolled in a specific program. Anecdotal evidence suggests that some students who are undecided or who are completing developmental courses prior to being formally admitted to a selective admissions program use General Studies as a "major" in order to qualify for financial aid.

In describing the criteria for a successful General Studies program, community colleges were unanimous in their agreement that a General Studies program must be capable of adapting to the needs of a wide variety of students. Beyond that, community colleges defined success largely in terms of student outcomes and program objectives. With respect to student outcomes, the most frequently mentioned indices of success were: (1) acceptance of credit earned at the community college; (2) a high grade point average at the transfer institution; (3) student achievement of academic and personal goals; (4) student satisfaction with transfer preparation; and (5) student satisfaction with instruction at the community college.

Those colleges that focused most directly on program objectives underscored the importance of a balanced curriculum with opportunities for in-depth exploration of ideas as well as exposure to the major academic disciplines. Several colleges thought that the benchmark of a successful General Studies program is demonstrated proficiency in linguistic, analytical, computational, and synthetic skills. These basic skills were often mentioned in conjunction with a capacity for lifelong learning, for responsible citizenship, and for making informed judgments about professional matters.

In answer to the question about what types of academic and support services are available to students enrolled in the General Studies program, the respondents emphasized that a wide range of basic academic support and counseling services were available to all students regardless of their choice of program. These included placement examinations in English, reading, and mathematics, academic advising, tutorial services, career assessment and planning activities, workshops on financial aid, and sessions for special populations such as the handicapped, the temporarily disabled, single parents, and displaced homemakers.

In addition to the collegewide counseling and academic services, many of the colleges assign special counselors and/or faculty advisors to the General Studies program. Faculty advisors, in the main, are drawn from one of the traditional core arts and sciences disciplines. Typically, faculty advisors help students plan their sequence of study and monitor their academic progress. Several colleges indicated that they schedule special information and advising sessions for General Studies students. Direct mailings and brochures are also vehicles used by some of the colleges to underscore the importance of developing an academic plan as early as possible in one's college career.

The administration and evaluation of General Studies programs is not uniform throughout the State. Eight of the thirteen respondents said that the program was administered by an associate or assistant dean or division chairperson in the traditional arts or sciences. Four colleges reported that the program was directly administered by the chief academic officer of the college, and one college indicated that the Head of the General Studies Department had responsibility for the program.

Although all of the colleges had some type of internal academic oversight committee for formally reviewing and approving changes to the General Studies curriculum, the majority did not have any formal, systematic, ongoing mechanism for evaluating the strengths and weaknesses of the General Studies program. Only one community college--Wor-Wic Tech--had a formal external advisory committee comprised of members from the community-at-large.

Finally, the colleges were asked what future actions they planned to take regarding the issues that had been raised in the qualitative evaluation of their General Studies curriculum. Again, the responses were quite consistent in that they focused on two principal areas: program evaluation and student advisement. Almost all of the colleges reported that the campus examination of the General Studies program revealed that greater emphasis needs to be placed on program assessment in relation to student outcomes. Most alluded specifically to closer monitoring of the progress of students enrolled in General Studies to determine if the students were meeting their personal goals as well as the goals of the program. It was suggested that this might be done through the development of computerized auditing systems or studies conducted by the college's office of institutional research.

Many of the colleges were of the opinion that their current student advising system could be improved. Despite campuswide efforts to ensure that General Studies students took advantage of academic counseling and advising, there was widespread belief that at institutions that did not require students to meet with a faculty advisor or counselor before registration, far too many General Studies students "self-advised," and this often resulted in a loss of credits at the time of transfer. To decrease the number of "self-advisees," a variety of strategies were put forward to encourage General Studies students to take advantage of academic advising opportunities. These ranged from providing more orientation sessions for General Studies students to developing special mailings and brochures that would stress the importance of formal academic advisement. To increase peer group identity, it was recommended that the colleges plan co-curricular and extracurricular activities, especially for General Studies students.

The unique nature of the General Studies program presents some special challenges to both the instructional and student services staffs at the community college. With a view to strengthening the General Studies program, the State Board for Community Colleges makes the following recommendations:

Recommendations

- Given that many General Studies students are uncertain about their academic or career goals, a top priority must be the requirement that every General Studies student meet with an academic advisor early in his/her college career to develop a sequential, coherent, focused program of study. Once the student's academic plan has been determined, the student's progress should be monitored on a semester-by-semester basis. To facilitate this process, every college should have a cadre of academic advisors assigned specifically to work with General Studies students.

- Colleges that do not have a formal system of evaluation for monitoring the progress of General Studies students and tracking those who transfer to four-year institutions are strongly urged to implement such a system. As part of this evaluation system, colleges are encouraged to survey currently enrolled General Studies students as well as those who have graduated or transferred. Greater emphasis at all community colleges should be placed on gathering statistical information about the progress and retention of General Studies students.

- At institutions that do not have a specific person assigned responsibility for coordinating the various components of the General Studies program, serious consideration should be given to the appointment of a General Studies Program Coordinator. The coordinator should have overall responsibility for program review, program evaluation, student orientation and advisement, and program articulation with senior colleges and universities.

- If a college has not already done so, it is encouraged to convene a General Studies program advisory committee comprised of faculty and other members of the college community directly involved with the General Studies curriculum. The committee should include students in the General Studies program, faculty from some of the "core" disciplines, members of the counseling staff, representatives from the institutional research office, and personnel from key student services functions, such as admission and registration. This committee should make recommendations about issues of concern and play a major role in charting the future direction of the program.

- Unlike students enrolled in more precisely defined community college programs, General Studies students often do not have an identity as a group and find it difficult to develop peer relationships. To help General Studies students become more integrated into the total campus community, colleges are encouraged to make special efforts to involve this population in co-curricular and extracurricular activities.

Table 1

ENROLLMENT TRENDS
IN GENERAL STUDIES PROGRAMS

College	Fall 1984	1985	1986	1987	1988	Percent Change 1984-1988
Allegany	116	140	182	183	227	96%
Anne Arundel	1,500	1,727	2,176	2,732	3,271	118
Baltimore	2,336	1,948	1,398	1,327	1,526	-35
Catonsville	3,881	3,778	3,531	3,802	4,693	21
Cecil	148	120	124	136	161	9
Charles	1,664	1,507	1,184	994	1,015	-39
Chesapeake	1,263	742	218	214	233	-82
Dundalk	1,000	1,082	967	989	994	-1
Essex	2,080	2,088	2,042	2,085	2,288	10
Frederick	895	1,029	1,028	564	1,167	30
Garrett	64	55	43	0	0	-100
Hagerstown	447	357	372	413	450	1
Harford	1,227	1,245	1,272	1,620	1,553	27
Howard	252	225	273	255	283	12
Montgomery	NA	NA	2,564	5,188	7,109	NA*
Prince George's	2,870	2,614	2,761	2,951	3,168	10
Wor-Wic Tech	65	64	68	96	161	148
TOTAL	19,808	18,721	20,203	23,549	28,299	7%**

*There was no formal General Studies program at Montgomery College until fall, 1986.

**Excludes enrollments from Montgomery College.

Source: SBCC Enrollment Information System

Table 2

DEGREE TRENDS
IN GENERAL STUDIES PROGRAMS

College	Fiscal Year 1984	1985	1986	1987	1988	Percent Change 1984-1988
Allegany	16	18	27	27	22	38%
Anne Arundel	164	179	172	249	129	-21
Baltimore	192	152	126	142	135	-30
Catonsville	197	255	243	219	86	-56
Cecil	19	17	12	16	10	-47
Charles	107	106	111	136	116	8
Chesapeake	47	24	30	39	33	-30
Dundalk	43	72	65	47	47	9
Essex	233	273	318	292	205	-12
Frederick	77	58	67	75	30	-61
Garrett	8	11	5	7	11	38
Hagerstown	37	55	59	69	75	103
Harford	56	56	51	76	33	-41
Howard	24	13	20	22	11	-54
Montgomery	NA	NA	NA	14	40	NA
Prince George's	140	147	123	116	52	-63
Wor-Wic Tech	3	2	3	2	0	-100
TOTAL	1,368	1,439	1,432	1,548	1,035	-24%
Percent black	20%	14%	15%	16%	15%	
Percent female	59%	59%	62%	60%	61%	
Total degrees in all Transfer programs	2,779	2,679	2,806	2,956	3,093	+11%

Source: SBCC Degree Information System

Table 3

CHARACTERISTICS
OF GENERAL STUDIES STUDENTS
FALL, 1988

	General Studies		All Programs	
	Number	Percent	Number	Percent
Attendance Status				
Full-time	8,424	30%	16,910	26%
Part-time	19,875	70	76,131	74
Sex				
Male	11,543	41	41,319	40
Female	16,756	59	61,722	60
Race				
Black	4,268	15	17,624	17
White	20,793	74	76,949	75
All other/unknown	3,238	11	8,468	8
First-time Status				
New to college	9,899	35	28,228	27
Returning to college	18,400	65	74,813	73
Number of Credits				
Mean	6.0		7.2	
Age				
Average	29 years		29 years	
Median	24 years		25 years	

Table 4

GOALS OF GENERAL STUDIES GRADUATES
WHEN THEY ENTERED COMMUNITY COLLEGE

Degree Goal	General Studies Graduates	Other Transfer Graduates
Take courses only	23%	19%
Earn AA degree	70%	73%
Earn certificate	7%	8%

Source: Survey of 1986 Graduates Conducted in 1987

Table 5

PRIMARY REASON FOR GENERAL STUDIES STUDENTS
ATTENDING COMMUNITY COLLEGE

Primary Reason	General Studies Graduates	Other Transfer Graduates
Explore new academic area	21%	19%
Prepare for immediate entry into career	12%	9%
Prepare for transfer	50%	61%
Update current job skills	5%	3%
Self-enrichment	12%	8%

Source: Survey of 1986 Graduates

Table 6

TRANSFER COLLEGES SELECTED
BY GENERAL STUDIES GRADUATES

Receiving College/University	Percent
Towson State University	20.6%
University of Maryland College Park	19.8
University of Maryland Baltimore County	13.3
University of Baltimore	6.1
Private - Maryland	5.7
Other or some community college	4.6
Private - Non-Maryland	3.6
Salisbury State University	3.4
Public - Non-Maryland	3.2
University of Maryland University College	2.7
Frostburg State University	2.5
Bowie State University	1.9
Morgan State University	1.5
Coppin State College	1.3
St. Mary's College	1.1
University of Maryland Eastern Shore	.1
Other	8.6
TOTAL	100.0%

Source: 1986 Graduate Follow-Up Survey

Table 7

GENERAL STUDIES GRADUATES UPON TRANSFER

	General Studies Transfer	All Other Transfer Programs
Transferred	62%	70%
Lost less than 7 credits in transfer	81%	79%
Grade point averageabove 3.00 at transfer college	62%	64%
Relationship of community college and transfer program		
Directly related	22%	68%
Somewhat related	51%	22%
Not related	27%	10%
Satisfaction with transfer preparation		
Extremely satisfied	36%	41%
Satisfied	61%	57%
Unsatisfied	3%	2%
Achieved personal goal	94%	96%
Satisfied with instruction in program	92%	94%

Source: 1986 Graduate Follow-Up Survey

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Allegany Community College**

PROGRAM TITLE: **General Studies**

PROGRAM HEGIS NUMBER: **4950-01** LEVEL OF AWARD: **AA**

1. **What is the purpose of the General Studies program at your college?**

For a number of years, the Allegany Community College catalog stated that the General Studies program had a threefold function: (1) to enable students to explore the general areas of higher education and to help them determine a major field of concentration; (2) to serve as a curriculum which, through the wise selection of elective courses, can be adapted to fit specific requirements of a particular four-year college to which the student desires to transfer; and (3) to serve the students as a career curriculum if the student does not plan to continue in a four-year college program.

During the 1987-88 academic year, the Vice President of Instructional Affairs, the Assistant to the Vice President of Instructional Affairs, the division chairmen, and the program directors reviewed the General Studies program and determined that the program no longer served students in the manner described above. The General Studies program had evolved into a very prescriptive program; i.e., with 42-43 credits of required courses, and 24 credits of open electives. We compared our General Studies program to that found in other Maryland community colleges and found that ours was the only one that required large numbers of specific courses for graduation. Other community colleges had few specific course requirements in their General Studies programs. Rather they had categories of courses including humanities, social sciences, mathematics, English, natural science, and physical education.

After a thorough review of the situation, we decided that not only was General Studies too prescriptive to meet the needs of students, but that the program had evolved into a "holding pattern" for both undecided career and transfer students. Students who were undecided about a major field of study entered the General Studies program until such time as they had determined a major. Once that determination was made, the student changed to another program. The General Studies program was one of the largest programs on campus, but there were virtually no graduates. The appropriate status or classification for an undecided student is "non-degree." Yet, 60-65 percent of our students are receiving some form of financial aid, and all financial aid programs require that a student have a declared major. Therefore, undecided students were using General Studies as a major in order to receive financial aid.

A proposal was submitted to the program directors and division chairman, the curriculum committee, and the full college staff to revise the General Studies program. This proposal was approved in Fall 1987 and became effective in the 1988-89 academic year. This proposal eliminated the General Studies evening option and totally revised the General Studies program. The program now has few specific course requirements, but rather requires a specified number of hours in various categories.

Since this drastically revised General Studies program has been in effect only since Fall 1988, it is too early to determine the total impact of these changes. However, we can say with some authority, based on numerous student contacts, that this revision will enable undecided students to better "sample" a wide variety of courses to help them determine a field of study. For the student who selects a field of study that Allegany does not offer in a specific, discrete program, the new flexibility of the General Studies program will enable that student to develop his/her own customized curriculum. The new General Studies program will also enable a transfer student, who has decided upon a major field but has not decided upon a transfer institution, to stay in General Studies and take those courses most likely to be transferable to a variety of four-year institutions. We also know that four-year institutions are becoming more specific in their core or liberal arts requirements and we therefore need to be more flexible. Even though the graduation rate for General Studies will never be high, we feel these changes will enable students to use the program in the manner intended.

2. **How are students <u>using</u> the General Studies program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the General Studies program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career or different career	9	13%
Update skills for current job	1	1
Prepare for transfer to four-year college	45	64
Self-enrichment/personal interest	3	4
Exploration of new or academic areas	11	16
Other	1	1
Total	70	99%*

*Due to Rounding

The foregoing information was collected from the admissions forms for the 70 new, first-time students, registered for the General Studies program in the Fall 1988 semester. Our admissions form does not ask students to distinguish between preparation for entry to a first career or different career.

Educational Goals	Number	Percent
Complete selected courses	56	80%
Earn a Certificate	4	6
Earn an Associate in Arts degree	10	14
Total	70	100%

This information was collected from the same 70 new, first-time students who registered in Fall 1988.

3. What do you think should be the criteria for a successful General Studies program?

After much discussion and debate among various faculty and staff, it was agreed that the purpose of the General Studies program remain unchanged. The principal criterion for a program that fulfills that purpose must be maximum flexibility, i.e., the program must allow students with a wide variety of interests and transfer/career needs to take those courses necessary to meet their individual goals. We concluded that a successful General Studies program would give students the opportunity to take coursework in all of the major academic disciplines and simultaneously fulfill all State liberal arts requirements. Students now have the freedom to sample a wide variety of subjects which the student, not the college, selects.

4. What types of academic and student support services are available to students enrolled in the General Studies curriculum? Are any full-time faculty members assigned to the program? Are any special academic advising and/or other support services provided for General Studies students?

Allegany offers a variety of academic and support services. Students with a degree-seeking status must take a placement exam in English, math, and reading and must take review courses in those areas where the test scores indicate a need. Career interest inventory tests are also available for those who express an interest. Allegany offers a peer-tutoring program with the costs being covered by the student council through the student activity fee.

Special services and equipment are also available for handicapped or temporarily disabled students. A special program entitled Career Path provides counseling, information and referral, financial aid, and career preparation workshops to single parents and homemakers who are making the transition from home to work place. It should be noted that these academic and student support services are available to all ACC students.

All ACC students are assigned an academic advisor, and General Studies students usually have advisors who teach in one of the traditional academic disciplines: English, math, psychology, sociology, history, political science, chemistry, biology, etc. There are no special services only for General Studies students.

5. **Describe briefly how the General Studies program is administered and evaluated on your campus. Does the program have any formal internal or external advisory committee? If so, please indicate the composition of the committee. When did the committee last meet, and what types of recommendations were made?**

Allegany offers three curricula which are not discipline-specific: General Studies, Arts and Sciences, and University Studies. These programs are administered and evaluated by the Vice President of Instructional Affairs. There is no formal advisory committee, but an internal informal advisory committee does monitor these programs. This informal advisory committee consists of the Vice President, the Assistant to the Vice President, the Director of Admissions and Registration, and the Coordinator of the Instructional Assistance Center. It was this group that initiated the above noted changes in General Studies in the 1987-88 academic year.

6. **What action(s) does the College plan to take to address the above issues?**

The Vice President of Instructional Affairs and the Assistant to the Vice President of Instructional Affairs will monitor the progress of the General Studies program and the students enrolled in that program. Close observation and monitoring will be done over the next two or three years to determine if the revisions to this program are permitting students to meet their personal goals and the goals of the General Studies program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of General Studies programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Allegany Community College**

PROGRAM TITLE: **Medical Laboratory Technology**

PROGRAM HEGIS NUMBER: **5205-01** LEVEL OF AWARD: **AA**

1. **What factors account for the low enrollment in this program?**

Enrollment in the Medical Laboratory Technology curriculum experienced a slight decline in fiscal 1988 with only eleven freshmen students entering the program. The program is accredited by the National Accrediting Agency for the Clinical Laboratory Sciences in conjunction with CAHEA (Committee on Allied Health Education and Accreditation) and the American Medical Association. These agencies determine the number of students that can enter the program annually. The number of freshman students is determined by the hospital size and the number of clinical tests that the hospital affiliates utilize. The Allegany MLT program has been accredited for a total of 15 clinical students; therefore, only 15 students can enter the program annually. The enrollment and graduates for the past five years are as follows:

Year	Freshmen	Sophomores	Graduates
84-85	17*	13	13
85-86	16*	12	11
86-87	17*	14	14
87-88	11	12	10
88-89	15	10	NA

* In these years, more than 15 students were admitted because of a long waiting list.

Although Allegany has an open door policy, admission into the Medical Laboratory Technology curriculum is selective. Applicants must meet certain score requirements of the ACT examination and must have taken certain preparatory coursework in high school. Applicants must also successfully pass the ACC placement test which incorporates reading, English and mathematics examinations. These selective requirements limit the number of students that can be directly admitted into the program.

To accommodate students who do not meet the minimum requirements, a pre-MLT curriculum has been developed. Students who begin as pre-MLTs may take any General Education course in the MLT curriculum but not the specific MLT courses. The pre-MLT students and transfer students contribute to the applicant pool from which new classes are selected annually.

The pre-MLT category of students has decreased since 1986. In order to retain students in this category, new early intervention techniques are being employed. These techniques include calling students whose mid-semester grades are low, making sure that each pre-MLT student is assigned an advisor from the MLT department and that they meet with that advisor at least two times each semester, and requiring remedial courses for those students needing them because of low placement scores. These retention techniques should help maintain students in the pre-MLT category and subsequently increase enrollment.

2. At what level does the College expect the enrollment to stabilize?

The enrollment in the Medical Laboratory Technology program has remained fairly constant. When the program began in 1974, it was accredited for nine students as we had only one clinical affiliate. By the time the program was reaccredited (1984), the student capacity had been increased to 15 students annually. The increase in student numbers was permitted because the program had increased its clinical affiliates. The enrollment has been stable since the granting of an increased student capacity with the exception of the 1987-1988 academic year. The enrollment is expected to stay at 15 students admitted annually. This number satisfies the requirements that the program must meet as determined by external accrediting agencies and also satisfies the College enrollment expectations for the program.

3. What factors account for the low placement of students in full-time jobs related to their field of training?

The Maryland community college graduate follow-up questionnaire is distributed every two years. The last survey of MLT graduates was conducted using students who graduated from the program in 1986. There were 11 graduates that year. Seven of the 11 graduates returned their survey constituting the 64 percent return rate. The seven respondents answered questions relating to job placement in the following manner:

Employed full-time job directly related	43%
Part-time employment, job related	43%
Not employed	14%

Since the survey was completed, the person who stated he was not employed is now employed full-time in a doctor's office (job related). Of the four graduates who did not respond to the questionnaire, three are working in a clinical laboratory (two part-time, one full-time) and the fourth chose to enter a family business.

The MLT program graduated 14 students in 1987. The following represents the status of those students:

	#	%
Full-time job, directly related	9	64
Part-time job, directly related	2	14
Continuing their education	3	21

The MLT program graduated 10 students in 1988. The following represents the status of those graduates:

	#	%
Full-time job, directly related	6	60
Part-time job, directly related	2	20
Continuing their education	2	20

These statistics support the fact that most MLT graduates have found jobs in their field or have chosen to continue their education.

4. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

Since the beginning of the MLT program in 1974, the College has provided well-trained graduates to meet community needs for laboratory personnel. Graduates of the ACC/MLT program work locally in hospitals, doctors' offices, private laboratories, industrial settings and clinics.

Because the graduates of the program are in demand locally and the employers of our graduates often assist in their education, program needs are constantly discussed. The program has an extremely active advisory committee. Organizations that employ graduates account for five of the eight members of the committee. These hospital laboratory members include one pathologist from each of the two clinical affiliates as well as a laboratory section supervisor from each clinical affiliate hospital. The latter represents all the section supervisors who help with clinical instruction in the program.

Also, the supervisor from a small hospital utilized for three days of training in the clinical portion of the program is an active member of the advisory committee. Allegany personnel who are members include the MLT Program Director, the Vice President of Instructional Affairs and the Health Continuing Education Coordinator. The advisory committee meets every other month. Ad hoc committees may be assigned to study specific issues and bring data back to the general advisory committee for action. Some revisions and additions which have occurred through the advisory committee are:

- Curriculum revisions in microbiology sequencing.
- Clinical training revisions (offering some serology, hematology review, urinalysis review on campus).
- The offering of continuing education programs for area laboratory personnel two times a semester.
- New clinical rotation evaluation forms.
- Student infection control policy.
- Student fair practice policy.
- New admissions procedure.
- Incorporation of a small laboratory rotation in clinical practice (since many graduates work in a small laboratory).

The program continues to improve annually because of the instructive, caring input of the advisory committee and ACC-MLT graduate employers. Students graduating from the program have found employment in directly-related fields.

The director of the program has worked with four-year institutions to establish articulation agreements so that two-year AA degree MLT students from Allegany may now obtain advanced Medical Technology degrees from four-year institutions which are in close proximity to the College. These institutions include West Virginia University, Salisbury State University, and the University of Maryland. Now graduates can finish a four-year degree in two additional years after they obtain their AA degree from Allegany.

The Program Director and the Assistant to the Vice President of Instructional Affairs were able to obtain statewide designation for the MLT program effective Fall 1988. This allows out-of-county Maryland students to attend ACC in the MLT program at in-county rates.

The College supports the program financially, allocating money for the purchase of new equipment annually. Because the laboratory field is constantly changing, this commitment is needed to keep the program in line with new and changing laboratory procedures.

With the active advisory committee, the College's clinical support and the external accreditation standards that must be met, the program continually undergoes change and improvement in a timely manner.

5. **What factors account for a satisfaction with preparation for employment that is below the State average?**

The 67 percent satisfaction level as displayed on the PDM printout is misleading. The data are based on responses of MLT graduates who were employed full-time. Three MLT graduates indicated a full-time work status. Of these, two indicated high levels of satisfaction--thus, the 67 percent figure. Only one full-time employed graduate indicated any level of dissatisfaction. Because of the small number of students upon which this percentage is based, the data are not a valid indicator of employment satisfaction for all MLT graduates. Indeed, the 33 percent dissatisfaction level is based on the response of only one student.

Other indirect indicators of satisfaction with employment preparation can be derived from data displayed on the PDM printout, e.g., 100 percent of graduate respondents (n=7) were satisfied with the instruction they received in the MLT program, 100 percent indicated they had achieved their personal goal, and all respondents indicated they would probably or definitely enroll in the same program had they to do it all over again.

The College believes the preparation for employment which these students receive is excellent. In the course of the program, students spend many hours in MLT course laboratories. During the sophomore year valuable clinical time is spent in two local hospital settings. Each clinical rotation is worked under the supervision of a clinical pathologist or a registered medical technologist. Because this program is accredited by the National Accrediting Agency for the Clinical Laboratory Sciences, the employment training that students receive must meet all standards set forth by this body.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

   The PDM system flags follow-up data as being less than adequate for any program which has less than 10 students responding. However, for Allegany's MLT program, there was only a total of 11 graduates in 1986. Seven of the 11 responded to the survey for a response rate of 64 percent. Submission of follow-up data for at least 15 additional graduates is difficult, i.e., one must use several graduating classes because of the relatively low number of graduates each year. Because the 1986 graduates had already been surveyed, an attempt was made to contact the graduates of 1987 by telephone. Seven graduates were successfully contacted. Also, follow-up data were included from the 1988 survey of 1984 entrants. Four entrants who had enrolled in the MLT program that year responded to the survey. The results from those students were combined with results from the graduate telephone survey and are presented in the table below.

Number of Respondents 11	Percent
Full-time job, directly related	36%
Full-time job, not related	18
Part-time job, related field	36
Transferred, not employed	9
Transferred, regardless of employment	27%
Achieved personal goal	82
Satisfied with instruction in program	82

7. **What factors account for a discipline cost per credit hour that is much higher than the average discipline cost per credit hour at the College?**

   Occupational programs in general, and health career programs in particular, are traditionally higher cost programs. A significant contributing factor to high cost in the MLT program is the high ratio of contact hours to credit hours. The nature of this program requires many hours of clinical instruction at hospital affiliates. Such hours are lost in the calculation of FTE, thus requiring the College to cover the major costs associated with clinical training time.

Another factor which contributes to the relatively high cost has to do with the salary and associated fringe benefit costs of the two full-time faculty members who have been with the College for 12 years and 8 years respectively.

Even in light of the above factors, however, it is important to note that the cost of the MLT program from 1986 to 1987 increased in direct proportion to the cost of all disciplines at the College during that same time, i.e., 11 percent. See following table.

	Fiscal 1986	Fiscal 1987	% Change
Medical Laboratory Technology	$162	$180	+11%
All disciplines	113	125	+11

Also, it can be seen from the PDM system printout that the College cost for this discipline in fiscal 1987 is 18 percent lower than the statewide cost for this discipline during the same year.

Fiscal 1987

Statewide cost this discipline	$219/credit hour
College cost this discipline	$180/credit hour

Therefore, although program cost for this discipline is higher than the program cost for all disciplines, in light of the above factors, the College considers the program cost to be reasonable.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The quality of the ACC-MLT program is excellent. Contributing factors for this statement are that clinic personnel utilized in the clinical practicum portion of the program have excellent credentials; campus facilities are excellent; the MLT advisory committee is very active; and former employers seek to employ new graduates.

9. **What action(s) does the College plan to take to address the above issues?**

When considering the rationale and explanation given for each issue raised, the College believes this program to be in good condition as regards enrollment, employment rates, advisory committee involvement, discipline cost, and program quality. As with all ACC programs, however, the College will continue to monitor the MLT program on a regular basis in order to keep the program up-to-date with changes in the field, produce graduates who are well trained for employment, and deliver a program which is financially efficient.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The Medical Laboratory Technology Program was recently designated as statewide. The College is encouraged to promote the statewide status of the program when marketing this program to prospective students.

PROGRAM EVALUATION REPORT
1988

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: General Studies

PROGRAM HEGIS NUMBER: 4950-01 LEVEL OF AWARD: AA

1. **What is the purpose of the General Studies program at your college?**

   The General Studies curriculum at Anne Arundel Community College was designed to meet the educational needs of those students who:

   - o Have specific educational goals not met by other curricula;
   - o Choose to pursue a general background of academic preparation; and
   - o Seek maximum flexibility in exploring career and academic choices.

2. **How are students using the General Studies program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the General Studies program as follows:**

	Student Goals			
	Fall 1985	Fall 1986	Fall 1987	Fall 1988
Total Enrollment	1,727	2,176	2,732	3,271
Education Goals				
Courses only	48%	52%	53%	50%
Certificate	5%	4%	3%	4%
Degree	46%	43%	40%	42%
Unknown/blank	1%	1%	4%	4%
Personal Goals				
Explore new career/ academic area	19%	18%	17%	16%
Career preparation	8%	7%	5%	7%
Transfer	39%	39%	36%	39%
Update skills	10%	10%	10%	8%
Interest	23%	26%	29%	26%
Other/unknown/blank	1%	1%	4%	3%

Source: Admission Forms, Institutional Research Office

3. What do you think should be the criteria for a successful General Studies program?

We believe that among the criteria for a successful General Studies program are the following indices of success: credits transferred, grade point average at transfer institution, relationship of community college preparation to transfer program, student satisfaction with transfer preparation, student assessment of personal goal achievement, and student satisfaction with instruction at the community college.

Longitudinal data supplied by the Program Data Monitoring System in these areas is as follows:

	1980	1982	1984	1986
Number of respondents	114	101	87	94
Response rate	71%	65%	55%	52%
Transferred	57%	57%	59%	56%
Percentages below apply to students who transferred:				
Lost <7 credits in transfer	77%	79%	75%	85%
Grade point average above 3.0 at transfer institution	54%	57%	58%	53%
Relationship of community college program to transfer program:				
Directly related	32%	31%	35%	23%
Somewhat related	55%	52%	43%	53%
Not related	11%	16%	22%	23%
Satisfaction with transfer preparation:				
Extremely satisfied	37%	36%	31%	34%
Satisfied	52%	53%	63%	64%
Unsatisfied	8%	7%	6%	0
Achieved personal goal	89%	88%	86%	94%
Satisfied with instruction in program	98%	95%	100%	99%

Source: Program Data Monitoring System-IR 6/88.

In reviewing these data it is important to note that the General Studies curriculum is a haven for nontraditional students at Anne Arundel Community College. More General Studies students are attending the College for the goal of "taking courses only" than any other curriculum. Therefore, the transfer rate for General Studies graduates may be reflecting a significant number of "limited goal achievers" among those students who did not choose to transfer to a senior institution. Additionally, the relationship of the General Studies curriculum to a student's transfer curriculum may be expected to be less related than other curricula since a goal of the General Studies curriculum is for students to explore academic and career options. In comparing the relationship of the General Studies curriculum at Anne Arundel Community College with similar averages at peer and State schools, the PDMS reveals the following:

Relationship of community college and transfer programs:

	AACC	Peer	State
Yes, in same academic field	22%	22%	22%
In somewhat related academic field	55%	51%	51%
No, in a different academic field	24%	27%	27%

4. What types of academic and student support services are available to students enrolled in the General Studies curriculum? Are any full-time faculty members assigned to the program? Are any special academic advising and/or other support services provided for General Studies students?

All first semester General Studies majors receive a direct mailing informing them of the following:

- Need to establish a working relationship with the academic advising center;
- Availability of special advising sessions for General Studies students;
- Availability of a 3-credit load hour course on Personal Career Development and Assessment;
- Importance of planning one's academic career at the earliest possible time;
- Any specific recommendations/activities endorsed by the General Studies task force.

In summation, the College provides special academic advising through its advising center, a formal 45-contact hour course to enable students to assess their aptitude and career opportunities, an early warning system alerting students to the need for special advising and planning, and a vehicle for the review of General Studies needs by a faculty task force.

The College also publishes special brochures to keep students current with changes in the curriculum, such as a recent graduation requirement of a 12-credit hour concentration in a single discipline, and as a means of reinforcing the need to seek personal counseling through the academic advising center.

5. **Describe briefly how the General Studies program is administered and evaluated on your campus. Does the program have any formal internal or external advisory committee? If so, please indicate the composition of the committee. When did the committee last meet, and what types of recommendations were made?**

The General Studies program is administered through the Office of the Assistant Dean for Social Sciences. This office coordinates surveys of currently enrolled General Studies majors, receives statistical data gathered by the Institutional Research Office on a semester by semester basis, plans orientation sessions with the Advising Center, and chairs a General Studies Task Force composed of faculty and other representatives of the college community.

The General Studies Task Force presently consists of representatives from the math, science, English, humanities, business and social science divisions, and the Registrar, Director of the Advising Center and the Director of Off-Campus Centers. All changes in the General Studies curriculum are subject to review by the Task Force.

The most recent substantive communication with the Task Force--Spring 1988 semester--was for the purpose of making course distribution modifications as required by changes in the **Code of Maryland Regulations** (13.50.05) concerning minimum requirements for the associate degree. The recommendation of the Task Force--to require one 3-credit hour course in both math and science as a replacement for a 6-credit hour requirement in math and/or science--was implemented and is so stated in the College's 1988-89 catalog.

6. What action(s) does the College plan to take to address the above issues?

Based on a review of those criteria for success, identified in question 3, the College concludes that the General Studies curriculum is meeting the needs of students at Anne Arundel Community College.

The College will continue to monitor the curriculum and make necessary adjustments and/or take corrective action when necessary.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of General Studies programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Anne Arundel Community College**

PROGRAM TITLE: **Teacher Education Transfer**

PROGRAM HEGIS NUMBER: **4960-01** LEVEL OF AWARD: **AA**

1. **What factors account for a transfer rate that is below State average?**

   The Anne Arundel Community College Teacher Education program serves a diverse student population with varying purposes for enrolling in education courses. Many of these students are not degree seeking.

   Through agreements with the Staff Development Office of Anne Arundel County Schools, the College offers credit courses to meet in-service requirements of teachers and instructional aides. A certificate of completion is awarded by the county to instructional aides who complete a specified number of courses at the community college. In addition, the College's special education course meets the county's requirement for in-service teachers. In cooperation with the county's Human Services Department, the College offers training through 64 hours of course work to certify day care workers through the Early Childhood curriculum.

   Students with baccalaureate degrees in fields outside of education are enrolled in education courses designated by the State certifying board for teacher certification. In addition, former teachers are enrolled to satisfy State requirements for recertification. Among these courses are Introduction to Education, Educational Psychology, and Introduction to Special Education.

   Anne Arundel Community College continues to serve the interests of freshmen considering a teaching career. Also, the College has strong ties to the community and has adapted the program to meet the needs of students other than those pursuing transfer to a four-year college.

2. **What does the College consider to be a minimum acceptable transfer rate?**

   The College does not take the position that any particular percentage of students transferring to a senior level institution is a "minimum acceptable transfer rate." However, the College does monitor trends in curriculum enrollment and the number of degrees awarded. In recent years there has been growth in both degrees awarded and curriculum enrollment.

The large number of part-time students enrolled in the Education program (341 of 512 total headcount) reflects the alternatives to transfer that students choose when taking courses in the program.

	1985	1986	1987
Associate degrees awarded	8	14	19
Full-time students	132	159	171
Part-time students	263	323	341
Total headcount	395	482	512

3. **What factors account for a satisfaction with preparation for transfer that is below the State average?**

According to the SBCC Program Data Monitoring System's graduate follow-up study comparisons of 1980 through 1986, this community college program is directly related to transfer programs at four-year colleges with 100 percent of the students transferring losing less than 7 credits in transfer as compared to 60 percent in 1980. In responding to the question on the latest Teacher Education graduate survey which asks students to list specific community college courses which did not transfer, Anne Arundel Community College students indicated no specific problems in transferring courses.

In addition, 100 percent of the College's students report satisfaction with instruction in the program, and 100 percent of the students report achieving personal goals, which may not have included transfer.

4. **What factors account for grades at the transfer college that are below the State average?**

In the follow-up survey of 1986 graduates, a small number of cases (five) is reported, with GPAs available for only four of these cases. By including the missing GPA in calculating the percentage of students with GPA under 3.0, the conclusion that grades reported are below average is questionable. GPAs reported are: 2.25, 3.60, 3.20, and 3.0. Of the four students with reported GPAs, 75 percent (three out of four) had GPAs of 3.0 or better. This review of the data, along with information summarized in response to question 3, should eliminate concern over the existence of a problem in this area.

5. **In recent years has there been any significant change in the acceptance of education credits in transfer? If so, describe these changes. Are there changes you would like to see in the present transfer policies? If so, indicate what specific changes you think should be made?**

   The College continues to cooperate with four-year institutions in articulation agreements accepting education credits for transfer. In the College's follow-up survey of Teacher Education graduates, students report no specific problems in transferring courses.

   Through an initiative of the State Board of Education, the State certification board has recommended that specific courses in the Teacher Education program, dealing with special education, should only be taught at the four-year institutions. Any such changes in articulation agreements should include discussion among community colleges and four-year institutions, with support from the State Board.

6. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

   The qualitative evaluation of 1983 targeted loss of credits upon transfer that was above the State average. The College appointed a faculty member to coordinate the program and to initiate stronger articulation with four-year colleges. As a result, graduate follow-up comparisons reported in the 1988 program data monitoring system verify that the community college program is currently directly related to transfer programs at four-year colleges. Of the students transferring, 100 percent lose less than 7 credits in transferring as compared to 60 percent in 1980. In responding to the question on the latest Teacher Education graduate survey asking students to list specific community college courses which did not transfer, students indicated no specific problems in transferring courses. In addition, 100 percent of the students reported satisfaction with instruction in the program.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The College offers an excellent program in Teacher Education through its transfer and career opportunities, its high quality of instruction, and the expertise of its personnel.

With courses meeting county requirements for the instructional aide, the day care coordinator, and the in-service teacher, as well as State requirements for recertification of former teachers, the College continues to serve the educational training needs of county residents.

The College's Teacher Education program also provides a strong academic foundation for students transferring to four-year institutions. Courses meet the articulation requirements of four-year colleges. Students enrolled in introductory education courses and special education courses gain experience in working with the in-service teachers through a voluntary practicum project.

Personnel include qualified instructors with advanced degrees in education and actual classroom teaching experience. According to graduate responses, in the PDM graduate follow-up study comparison report, students report 100 percent satisfaction with instructors in the program.

8. **What action(s) does the College plan to take to address the above issues?**

The College will continue to serve the interest of freshmen considering a teaching career as well as students with educational career goals that do not include transfer to a four-year college. The College will continue to monitor student satisfaction and success through the graduate follow-up survey.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is certainly to be commended for increasing substantially the percentage of students who lost less than seven credits in transfer. At the same time, it should be noted that only 80 percent of the 1986 graduates indicated they were satisfied or extremely satisfied with the transfer preparation they had received as compared to 96 percent statewide. If this trend continues with the 1988 graduate follow-up survey, the College is urged to conduct some additional follow-up studies.

PROGRAM EVALUATION REQUEST
1988

COLLEGE: **Anne Arundel Community College**

PROGRAM TITLE: **Electronics Engineering Technology**

PROGRAM HEGIS NUMBER: **5310-01** LEVEL OF AWARD: **AA and Certificate**

1. **What factors account for the declining enrollment in this program?**

   It is difficult to determine exactly why enrollment has been declining in the Electronics Engineering Technology program. The job market remains good and published data project large long-range and immediate need for electronic technicians. Yet last year many Department of Defense (DOD) agencies put a freeze on hiring due to the budget constraints imposed by the Graham-Rudman law. Uncertainties in defense spending have apparently softened the job market which, in turn, has probably affected enrollment.

   Traditionally, whenever the national economy is poor, engineering and technical enrollments increase; and when the economy is improving, engineering and technical enrollments decline. Such is certainly now the case as enrollments in engineering technologies have been declining on a nationwide basis over the past several years.

   We have also noticed a trend for more students to enroll on a part-time basis, which reduces the total number of program FTEs disproportionately with the decline in actual enrollment. This is vividly illustrated by comparing the Spring semester 1987 and 1988 enrollments. Actual headcounts for Spring 1987 were 297 students with 27.5 FTE. Spring 1988 had 286 students, but only 19.4 FTE. A 3.7 percent drop in the number of students resulted in a 30.5 percent drop in FTEs. More students are working while attending college which would account for the increased part-time enrollment.

2. **At what level does the College expect the enrollment to stabilize?**

   Fall 1988 enrollments in the Electronics Engineering Technology program continued to decrease but at a much slower rate. (Fall 1987 - 293 students; Fall 1988 - 290 students.) From all indications it appears that the decline in enrollments for this program has bottomed out and should level off or, hopefully, increase by the next academic year.

3. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Number	Percent
Courses only	6	8%
Certificate	8	10
Degree	59	76
Unknown/blank	5	6
Total	78	100%

Personal Goals	Number	Percent
Exploration of new career field	12	16%
Immediate job entry	15	19
Transfer	22	28
Upgrade skills for current job	18	23
Personal interest	1	1
Other/unknown/blank	10	13
Total	78	100%

Source: Student survey administered to EET students Fall 1987.

4. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

Many contacts have been made with employers about the Electronics Engineering Technology program. The division sends out brochures and a special newsletter to over 400 organizations. In the newsletter the division lists course offerings and special items of interest pertaining to activities within the division.

Division faculty participated in the Anne Arundel County Trade Show in October 1988. The College has also held several Career Day activities for students with local industrial organizations and businesses. Division personnel have also presented programs at local professional societies on programs at the College. Many industrial contacts have been made through the DACUM (Develop A Curriculum) process. During the past year DACUM industrial panels have helped define the curriculum requirements for several engineering programs and provided valuable feedback on existing programs.

The need for electronics engineering technicians is well substantiated by all of the above contacts. The Anne Arundel County area has a high concentration of electronics or related industries. The current enrollment of 290 students, even though it is down from previous semesters, still indicates a large demand for electronics technicians.

The Engineering Technologies advisory committee remains one of the major sources of college/industry contacts. The organizations represented on the committee are largely electronics-oriented organizations:

Westinghouse Electric Corporation
Honeywell--Signal Analysis Center
DOD Electromagnetic Compatibility Analysis Center (ECAC)
ARINC Research Corporation
David Taylor Naval Research Center
IIT Research Institute
KOP-FLEX
Gould, Inc.

The advisory board meets at least once a year; the last meeting was on September 2, 1988. No changes or recommendations were suggested for the Electronics Engineering Technology program. Committee members were satisfied with the quality of the program and the course content. They concurred with the recent changes to the EET program which replaced the computer and electronics options with one flexible option and included more technical electives. All of the companies represented on the committee have used or are using graduates of the EET program.

5. **What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions?**

The Electronics curriculum is reviewed annually by division faculty as the rapid advancements in electronics demand constant changes and revisions. The division updates courses with recent text editions to ensure keeping current with the technology. Several new courses have been introduced: Computer Systems, Computer Interfaces and Peripherals, and Fiber Optic Communications. The division is currently developing new courses in telecommunications requested by the National Security Agency at Fort Meade. The electromechanical course and the communications course have both been recently updated. Currently, the division is planning a new course utilizing AutoCAD programs to construct electronic systems and circuits.

Over the past few years the College has purchased a complete computer systems lab to support new courses in computer systems. The College has introduced IBM-PCs to the electronics lab and has a long-term replacement schedule for old and outdated electronics equipment. Several items are purchased each year to ensure that the more expensive items are available each semester. The Westinghouse Defense Electronics Division has also donated five spectrum analyzers which will be of great use in the more advanced electronics courses. The new CADD Lab has been upgraded to sixteen work stations with capabilities in both AutoCAD and CADKEY software. The College has also recently purchased several fiber optic trainer and experimentor kits to support the new course in fiber optic communications. There are plans for the acquisition of an assortment of equipment to support the telecommunications courses. Several industrial contributions are anticipated which will keep costs to the College at a minimum and provide industrial quality equipment for student use.

6. **What factors account for a discipline cost per credit hour that is much higher than the average discipline cost per credit hour at the College?**

There are three major factors which contribute to the higher-than-average discipline cost of the Electronics Engineering Technology program: equipment expenses, fewer enrollments, and faculty salaries.

Equipment expenses. Any high-tech program which requires extensive course work in the laboratory environment is going to be a more expensive program than the "average program." In addition to the actual equipment expenses, any lab course generates a larger teaching load and is more expensive per credit hour than a course which does not require a lab involvement.

Fewer enrollments. Normally, less than 15 percent of all enrollments are in the engineering and technical disciplines. This drives costs up two ways: (1) the number of students per class section is usually smaller, but this cannot be avoided when offering only one section of a particular class; and (2) with fewer sections, the college class size average is somewhat biased toward the disciplines which run many sections of the same course but require only a lecture. If such costs or the college average were computed at a tech school where the majority of classes are technically oriented, the costs for an individual technical program would be more in line with the average costs of the college.

Faculty salaries. In addition to the higher faculty load hour per credit hour ratio, the Electronics Engineering Technology faculty have an average tenure of 18.8 years. Five of the six faculty assigned to the program have been at the College for more than 16 years; three are now completing their 20th year at the College. Their seniority also contributes to the high costs of the program.

Although the costs per credit hour are high when compared with other disciplines (only Nursing, Physical Education and Secretarial Technologies are higher), the total cost of this program is relatively low, considering the entire academic program of the college. There are 21 programs which are more expensive, and the EET program utilizes only 3.55 percent of the total college budget devoted to occupational programs. Yet the program enrolls almost 8 percent of the total number of occupational students enrolled at the college. The EET program is the fourth largest of 19 career programs, and the college spends more than twice as much money on its remedial mathematics program as on the electronics program.

Considering the contribution of its graduates to the industrial community, the Electronics Engineering Technology program is one of the best investments the College makes to the Anne Arundel community.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The College has made a conscientious effort to keep up with the rapidly advancing technology of electronics. The program is reviewed each year by the faculty and the advisory committee. The College also surveys the students as they provide excellent feedback since more than 80 percent of them are working, mostly in the electronics area.

From all indications, the quality of the program is excellent. Ninety percent of our former students indicated that they would choose this College again if they had it to do over. None of the students surveyed indicated that they would probably--or definitely--not choose Anne Arundel Community College again. Better than 76 percent of graduates surveyed indicated they would choose the same program. The good reputation of the College was selected by 62 percent of the graduates as a reason for attending Anne Arundel, which compares favorably with the statewide rate of 39 percent.

From all indications, the program is of high quality; and with the introduction of new courses in telecommunications and fiber optics, it should remain a high quality option for students interested in electronics.

8. **What action(s) does the College plan to take to address the above issues?**

The College is greatly concerned about the declining enrollments in the Electronics Engineering Technology program but realizes that this is a national trend with variables which cannot always be controlled.

We have initiated action to improve the visibility of the program, both with the industrial sector and the secondary schools. This is being accomplished through a wide variety of mechanisms, which include the division newsletter; the JETS program for high school students; the UPREACH Summer program for minority students; special news releases on former students; and articulation programs with Arundel Institute of Technology, Capitol College, EMES, the public secondary schools and the two Centers of Applied Technology.

The College has held several career fairs with potential employers visiting the campus and open houses with students visiting the college for an orientation. The Engineering Division is planning a special open house during Engineering Week in February, and the College is planning to participate in an engineering and technologies discipline review open to all colleges in the State of Maryland in June 1989.

During the Spring 1989 semester, a comprehensive survey is planned for industry, current students and graduates to gather more information which may help to assess the currency and quality of the Electronics Engineering Technology program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

At a time when engineering technology programs are experiencing a decline in student interest, the demand for trained engineering technicians continues to grow. If the results of the College's planned survey of employers, current students, and graduates point to actions that might be taken to more effectively recruit students and market the program, the College is urged to share the survey results with the coordinators of the other community college engineering technology programs.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Community College of Baltimore**

PROGRAM TITLE: **General Studies**

PROGRAM HEGIS NUMBER: **4950-01** LEVEL OF AWARD: **AA**

1. **What is the purpose of the General Studies program at your college?**

   The General Studies program was identified for a qualitative evaluation in 1985. In its response the College indicated that it was working on a revision of the program. On July 19, 1988, the SBCC staff approved a revision of the General Studies program at the Community College of Baltimore. The revised program becomes effective Spring Semester, 1989.

   The General Studies curriculum is a transfer program whose purpose is to provide a flexible yet academically sound framework for the student who is exploring career and academic opportunities or for the student whose interests, aptitude, and career goals do not conform with existing curricula offered by the College.

   In the first year, the student's academic program consists of those courses which meet the College's General Education Requirements and of elective courses which may be for career or academic exploration. This first year affords the student an opportunity to participate in the breadth of the academic offerings of the College.

   At the end of the first year or upon completion of 30-34 credits, the student and his academic advisor develop an academic plan for a major area of interest or for transfer into a career or technical program.

2. **How are students using the General Studies program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the General Studies program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career	79	12%
Prepare for entry into different career	102	15
Update skills for current job	126	19
Prepare for transfer to four-year college	108	16
Self-enrichment/personal interest	107	16
Other	144	22
Total	666	100%

Educational Goals	Number	Percent
Complete selected courses	409	61%
Earn a Certificate	40	6
Earn an Associate in Arts degree	217	33
Total	666	100%

Source: Fall 1988 admissions/registration data base - current (Fall 1988) students who began Summer or Fall 1988.

Further insight into how students used the old General Studies program may be found in an impact study prepared to support the recommended General Studies program revision.

3. **What do you think should be the criteria for a successful General Studies program?**

The College believes that a successful General Studies program is one that:

- Enables the student to demonstrate proficiency in the use of language and computation;
- Assures that the student has attained skills in analysis, communication, quantification, and synthesis;
- Enables the student to understand his culture and environment and assures further growth as a lifetime learner and a productive member of society;
- Assures that the transfer student has developed proficiency sufficient to prepare him for upper division collegiate work;
- Assures that the career student, who is undecided at the time of admission, can, after a guided exploration of realistic options, make an informed choice when transferring to a career or technical program.

4. **What types of academic and student support services are available to students enrolled in the General Studies curriculum? Are any full-time faculty members assigned to the program? Are any special academic advising and/or other support services provided for General Studies students?**

The General Studies program revision document which the curriculum committee and the Dean of Instruction approved, prior to requesting SBCC approval, contained the following recommendation:

Advisement Component. To ensure that the General Studies student receives proper academic advisement and close guidance, the Instructional Counselor assigned to the curriculum will head a team of full-time faculty selected by the Chairs of the Departments of Science and Mathematics, Social and Behavioral Sciences, and English, Speech, and Foreign Languages. This Advisement Team will personally advise each student in the curriculum and carefully monitor the student's progress throughout his/her career at the Community College of Baltimore.

It is the intention of the College to establish such an advisement component for the General Studies program.

5. **Describe briefly how the General Studies program is administered and evaluated on your campus. Does the program have any formal internal or external advisory committee? If so, please indicate the composition of the committee. When did the committee last meet, and what types of recommendations were made?**

The General Studies program is the joint responsibility of the Departments of Science and Mathematics, Social and Behavioral Sciences, and English, Speech and Foreign Languages. It is evaluated by the curriculum committee, an arm of the Faculty Senate. No formal advisory committee exists as yet, but as the advisement component identified in #4 is established, that group of full-time faculty will become the advisory committee for the General Studies program.

6. **What action(s) does the College plan to take to address the above issues?**

The College believes that the actions taken to revise the General Studies program are sufficient to address previous concerns. The action required for the future will be to ensure that the goals and objectives of the revised General Studies program are realized.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The faculty and staff of the Community College of Baltimore are to be commended for their very thorough and comprehensive revision of the General Studies program. The more structured requirements and the new academic advising system should result in greater student persistence in upper-level courses and an increase in the number of students completing the requirements for the associate in arts degree.

The College is urged to review the comments and recommendations made in the statewide evaluation of General Studies programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Community College of Baltimore**

PROGRAM TITLE: **Graphic Design**

PROGRAM HEGIS NUMBER: **5012-05** LEVEL OF AWARD: **AA**

1. **What factors account for the declining enrollment in this program?**

   Enrollment in the Graphic Design program has declined for several reasons. Foremost is the fact that the Baltimore City public schools no longer emphasize art programs designed to encourage students to enter art-related fields. The reduction of the public school "feeder" programs has hurt the College's program significantly. Another factor contributing to the decline in enrollment appears to be that many potential students who work in the graphics industry in downtown Baltimore choose to take job-related courses at Catonsville Community College rather than travel to the Liberty Campus where the Graphic Design program is housed. The College has on several occasions considered relocating the program to the downtown campus, but such action is not currently being contemplated. A third factor is the fact that an ever shrinking budget has limited the equipment and facilities available for the Graphic Design program. A positive note in this regard is that computers for computer graphics and desktop publishing have been purchased and will be in place for the Spring 1989 semester. The College has made efforts to maintain the Graphic Design program, and it will continue to do so.

2. **At what level does the College expect the enrollment to stabilize?**

   The College is unable to predict at what level enrollment is exected to stabilize at this time, but we anticipate that enrollment will increase with the implementation of desktop publishing. Also, there have been hints from city school officials that they are considering reactivating high school art programs. Such a move would give the College a valuable recruitment tool.

3. **What factors account for the low number of awards in this program?**

   A large number of students enrolled in the Graphic Design program select only those courses pertinent to what they hope to accomplish in terms of personal enrichment, employment, and/or transfer credits. These students do not take all of the courses required for a formal award and therefore they do not graduate as Graphic Design majors. Nevertheless, in most instances, they satisfy their personal educational objective.

4. **What factors account for an enrollment-to-awards ratio that is more than twice the State average?**

   Many students who enroll initially in the Graphic Design program enter the program with academic deficiencies that require a number of remedial courses. The Graphic Design program is often found to be more rigorous than many students had anticipated, and such students do not satisfy all of the program requirements. Those who graduate do so as General Studies majors.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The Coordinator of the Graphic Design program is in frequent contact with employers, placing Graphic Design graduates in jobs throughout the region. When it became apparent that computers were to become an important and integral aspect of the graphic design and printing industry, the College approved funding for two MacIntosh computers and laser printers. The Advisory Committee will meet during the current academic year to discuss this report and to recommend program changes. About one-third of the advisory committee members employ graduates of the Graphic Design program.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Number of Respondents	15
Full-time job, directly related	13%
Full-time job, somewhat related	27%
Part-time job	20%
Transferred, not employed	33%
Other	7%
	100%

Transferred, regardless of employment	40%
Achieved personal goal	93%
Satisfied with instruction in program	100%

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The Graphic Design program is marginally satisfactory. Because of small class sizes, students receive individual attention on an extended basis. The faculty are high calibre. Students and faculty devote long hours to planning and preparing projects to provide students with competitive job skills. The program would be stronger if the college could attract more students, especially those with fewer academic and artistic weaknesses, and if the College could modernize some of its equipment and facilities.

8. **What action(s) does the College plan to take to address the above issues?**

With the Spring 1989 semester, the two MacIntosh computers and the laser printers will be operational. Desktop publishing and computer graphics will be possible and will be incorporated into several of the Graphic Design courses. We believe that the opportunity for hands-on experience in use of the MacIntosh will attract new students.

The College will be requesting SBCC approval to offer a Certificate in Graphic Design and an Associate in Arts degree option in Photography. The College believes the Certificate program will improve the enrollment/award ratio, and the broader scope of three programs will attract more majors and stem the declining enrollment in the program.

Positive signs are already apparent. Segal-Majestic, the oldest photo studio in the City, has indicated that their darkroom employees will be encouraged to attend CCB to be further trained in basic, advanced and color photography. The Baltimore City Police Department is encouraging their lab personnel to enroll in photography courses at the College. It is hoped that the revised Graphic Design associate degree program and proposed certificate program, along with the proposed Photography option, will result in the rejuvenation of what was once an outstanding program with high enrollment.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The field of graphic design is dramatically changing as a result of the introduction of new technologies into the printing and graphics fields. With this new emphasis on technological innovation, there is an increasing demand for graphic artists and publications specialists who understand the principles of design and have the knowledge and skills to use state-of-the-art equipment. Given the industry need for trained workers in this field in the Baltimore area, the College is encouraged to complete its curricular revisions as soon as possible.

If the College is considering expansion of its program offerings in the area of computer graphics, it needs to take a hard look at the high costs associated with equipment acquisition, maintenance, and repair and determine whether such costs will seriously drain the institution's financial resources. To offset some of the high operating costs, the College might explore alternative sources of funding. The College's own program Advisory Committee might be able to identify possible sources for grant awards and donations of high-tech equipment.

PROGRAM EVALUATION REPORT
1988

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Dental Laboratory Technology

PROGRAM HEGIS NUMBER: 5204-01 LEVEL OF AWARD: AA

At its meeting of September 7, 1988, the Maryland State Board for Community Colleges approved the Community College of Baltimore's proposal to discontinue the Dental Laboratory Technology program.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Community College of Baltimore**

PROGRAM TITLE: **Drafting Technology**

PROGRAM HEGIS NUMBER: **5303-01** LEVEL OF AWARD: **AA and Certificate**

1. **What factors account for the declining enrollment in this program?**

   Two factors have contributed to the decline in enrollment in the Drafting Technology program. First, the special program that permitted drafting students at Baltimore City's Poly High School to supplement their training with CCB courses was revised to include new eligibility requirements, and the result was that fewer Poly students were eligible for the program. This accounts for the steep decline between 1985 and 1986. At about the same time, due to space limitations at the Harbor Campus, the Drafting program was relocated four different times over an 18-month period, with the final site being Poly High School. The disruption in location of the Drafting courses contributed further to the 1985-87 decline in enrollment.

2. **At what level does the College expect the enrollment to stabilize?**

   As we illustrate in later responses, the College has taken steps to increase the enrollment in the Drafting program. We are unable, however, to predict at this time a level at which enrollment will stabilize.

3. **What factors account for the low number of awards in this program?**

   The low number of awards is due to two factors. The high school students that are taking the Drafting courses to supplement their high school program are not pursuing a degree or certificate from the College. Additionally, the regular CCB population enrolled in Drafting courses consists of students who are either already employed and taking courses to upgrade job skills or who became employed in the drafting field before completing the program and are receiving on-the-job training through their employer. In either case, many of these students do not complete all of the requirements for a degree or certificate; instead, they take only the Drafting courses which support their own personal educational objectives.

4. **What does the College consider to be a minimum number of awards for a successful program?**

   We are unable to predict the number of awards for the success of this program at the present time.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   In concert with Baltimore Poly High School, the College has marketed the Drafting program with Hewlett-Packard, Prime Computers, Westinghouse, Black and Decker, IBM, Bendix, AAI, and other firms. The program advisory committee met in March 1987 after the program had been permanently located at Poly. The advisory committee did not meet in 1987-88, but many of the recommendations from the 1987 meeting were implemented during that school year, most notably the installation of four CAD (computer aided design) stations. An expanded Engineering and Engineering Technologies Advisory Committee met in December 1988.

6. **What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions?**

   In order to keep up with the high technology advancements in the Drafting program, the College and Poly High School have entered into a partnership agreement aimed at modernizing the Drafting and Mechanical Drawing programs at both schools. Prior to Fall 1988 semester, the college jointly funded and shared four CAD stations at the Poly site. Through the partnership agreement, both administrations are seeking funds to continue to modernize the Drafting programs at the two schools. Recently Black and Decker gave the partnership resources to add two more CAD stations.

7. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Number of Respondents	15*
Full-time job, directly related	7%
Full-time job, somewhat related	13%
Full-time job, not related	13%
Part-time job	7%
Transferred, not employed	7%
Seeking work, not employed	7%
Other (full-time high school students)	46%
Total	100%

Transferred, regardless of employment	7%
Achieved personal goal	40%
Satisfied with instruction in program	80%

* Five graduates, 10 current students

8. **What factors account for a discipline cost per credit hour that is rising much faster than the average discipline cost per credit hour at the College?**

   The discipline cost per credit hour rose sharply in fiscal 1987 because of low class enrollment. With the new relationship with Poly, the College expects enrollment to increase. As enrollment grows, the discipline cost should return to the fiscal 1984-85 levels.

9. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The College believes that program is satisfactory now that human and physical resources can be shared with Poly High School. As the College adds more computerized equipment and undertakes measures to increase the enrollment, it will become a good program.

10. **What action(s) does the College plan to take to address the above issues?**

    While the College believes that it has addressed many of the issues, the results of its efforts are not yet clear. Already the College has contracted with the City Department of Public Works and the Department of Housing and Community Development to provide CAD training. With the expanded focus on business and industry training, combined with a stable location and new modernized facilities and equipment for the Drafting program, the College believes it has an excellent potential market for the program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

From 1984 to 1988 enrollment in the Drafting Technology has decreased dramatically. In 1984, 74 students were enrolled in the program, while only 10 declared Drafting Technology as their program of study in 1988. For the past two years no students have received certificate or degree awards. During that same period the program was relocated four times, and despite the College's efforts to work out facilities arrangements with Baltimore City's Poly High School, by the College's own admission, the "results of its efforts are not yet clear." The program appears to be in flux, and its future health seems to be questionable. Given the current situation, the College is urged to reconvene its Advisory Committee, and with the Committee's help establish some long and short range goals for the program.

The College is requested to prepare a report for the SBCC by August 1, 1989 detailing its future plans for the program. The report should include a list of recommendations made by the Advisory Committee as well as plans for administering the program and acquiring the necessary equipment and facilities. If this plan includes any agreement with Poly High School that involves students at Poly enrolling in CCB Drafting courses and/or for sharing equipment or costs, copies of the proposed agreement should be attached to the report.

PROGRAM EVALUATION REPORT
1988

COLLEGE: Catonsville Community College

PROGRAM TITLE: General Studies

PROGRAM HEGIS NUMBER: 4950-01 LEVEL OF AWARD: AA

1. **What is the purpose of the General Studies program at your college?**

   The General Studies curriculum stands among our offerings as a curriculum that is highly adaptive to meet a variety of student needs. This program of study is designed for students whose career and educational plans are uncertain and allows maximum flexibility in the choice of courses. The core of the curriculum provides a background in the humanities, in science, in mathematics, and in the social sciences for students who desire to transfer to a four-year college or to leave upon completion of their degree. In addition to the 27 liberal arts credits of the General Education requirements, the curriculum also prescribes a course in fundamentals of speech and a course in health education. This total of 33 required credits allows 29 elective credits which can be used by those who wish to design their own program of courses or to concentrate in an area of academic and occupational interest.

2. **How are students using the General Studies program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the General Studies program as follows:**

	1983	1984	1985	1986	1987
Personal Goals					
Prepare for entry into first career	7%	7%	6%	6%	7%
Prepare for entry into different career	11%	11%	11%	12%	12%
Update skills for current job	6%	6%	5%	6%	7%
Prepare for transfer to four-year college	20%	21%	22%	26%	27%
Self-enrichment/personal interest	15%	14%	14%	14%	15%
Other	2%	3%	3%	2%	2%
No response to item	39%	38%	39%	34%	30%
Total	100%	100%	100%	100%	100%

The College is requested to prepare a report for the SBCC by August 1, 1989 detailing its future plans for the program. The report should include a list of recommendations made by the Advisory Committee as well as plans for administering the program and acquiring the necessary equipment and facilities. If this plan includes any agreement with Poly High School that involves students at Poly enrolling in CCB Drafting courses and/or for sharing equipment or costs, copies of the proposed agreement should be attached to the report.

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1988

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Other	2%	3%	3%	2%	2%
No response to item	39%	38%	39%	34%	30%
Total	100%	100%	100%	100%	100%

Educational Goals

Complete selected courses	25%	27%	25%	27%	28%
Earn a Certificate	8%	8%	7%	7%	8%
Earn an Associate in Arts degree	25%	23%	25%	26%	27%
No response to item	42%	42%	43%	40%	37%
Total	100%	100%	100%	100%	100%

3. **What do you think should be the criteria for a successful General Studies program?**

The criteria for a successful General Studies program are embodied in Catonsville's General Studies curriculum:

- o appropriate assessment and placement
- o academic advising
- o core requirements amounting to half the credits for completion
- o flexibility in the choice of electives
- o regular faculty and administrative review of the program
- o follow-up studies of students enrolled in the program

4. **What types of academic and student support services are available to students enrolled in the General Studies curriculum? Are any full-time faculty members assigned to the program? Are any special academic advising and/or other support services provided for General Studies students?**

No special services are earmarked for General Studies students. Rather, all academic and student support services offered by the College are available to students enrolled in this curriculum. They undergo assessment and placement upon registering for the program. They have direct and immediate access to the services of the Learning Lab which provides tutorials and assistance with special projects such as term papers. They have full use of library/media services, including individual research assistance and scheduled bibliographic assistance, and of computer facilities on campus.

The Career Development Office offers career exploration days for students in various programs, and General Studies students have specific opportunities offered to them within that program. Advisors spend extra time with General Studies students who use their services because of the breadth of choices available to them and the consequences of the choices they make.

Of special note is the major college resource available to these students: the teaching and counseling faculty. No full-time person is specifically assigned to the General Studies program; in a very real sense, everyone at the College is involved in some way with the General Studies students.

5. **Describe briefly how the General Studies program is administered and evaluated on your campus. Does the program have any formal internal or external advisory committee? If so, please indicate the composition of the committee. When did the committee last meet, and what types of recommendations were made?**

The General Studies program is administered by the Office of the Dean of Instruction with specific responsibility assigned to the Associate Dean For Liberal Education and Learning Services, who has the assistance of a General Education Coordinator. Division Chairmen are responsible for the number and quality of required courses and the Coordinator of Advisement assures that students receive adequate guidance in course selection. The Registrar validates completion of curricula requirements prior to awarding the degree.

The program does not have a formal advisory committee, but recommended changes to the program are reviewed by the Educational Programs Committee of the College Senate. In 1983, after the College changed its General Education requirements, an ad hoc faculty review committee examined the General Studies curriculum to determine the role it played at the College and to recommend changes if necessary. The committee recommended no program changes, but encouraged greater guidance to students, especially through catalog information and format. The changes the committee recommended to the catalog have been successfully incorporated into several editions.

Additions to requirements beyond the 27 General Education credits were made twice in the last six years: in April, 1983, Health Education was added, and in May, 1986, Fundamentals of Public Speaking was included as a curricular requirement. These changes were made as a result of faculty proposals and Senate action.

The chief evaluation group for the quality and appropriateness of our General Studies curriculum is our major transfer institutions. Frequent informal surveys indicate they are well satisfied with the program and that our students transfer easily if properly advised. Students themselves evaluate the curriculum favorably in terms of how it meets their needs.

6. What action(s) does the College plan to take to address the above issues?

As indicated by surveys of current students, graduates, faculty and transfer institutions, the General Studies curriculum is meeting the needs it was developed to address:

- It allows the undecided or experimental student the freedom to choose courses for a wide variety of disciplines.
- It allows the transfer student maximum flexibility to meet requirements at any transfer institution.
- It allows students to devise a major in an area where none is offered at Catonsville.
- It provides appropriate direction with required courses to assure a quality collegiate experience.

However, we acknowledge that no program is perfect. In the current study engendered by the State Board for Community College's request, we found that those interviewed had one main reservation about such a flexible curriculum: the quantity and quality of advising. It is of concern that many General Studies students self-advise, and often cannot transfer some selected courses. Some students impose no particular pattern in their choice of electives and tend to experiment too widely. While this might be appropriate for some students, it is not helpful for students planning to transfer. Maturity of judgment is needed to make the best use of a flexible curriculum. If the students are not clear on what they desire to accomplish through participation in this curriculum, academic advisors can assist. In the most recent catalog, the College presented sample patterns students could use and strongly urged students to seek the assistance of advisors in course selection.

Hence, the action the College plans to take in reference to the General Studies curriculum is to encourage formal advisement for all General Studies students who plan to transfer.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of General Studies programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Catonsville Community College**

PROGRAM TITLE: **Materials Management Technology**

PROGRAM HEGIS NUMBER: **5004-05** LEVEL OF AWARD: **AA and Certificate**

1. **What factors account for the declining awards in this program?**

   This program leads to an AA degree or certificate. Although enrollments have been growing in the past few years, awards have been declining since 1984. In 1986/1987 there were no awards for either the degree or certificate programs. However, in 1987/1988 five AA degrees and six certificates were awarded.

   The possible factor accounting for the period of declining awards is, notwithstanding an increase in awards for 1987/1988, that the great majority of students are much older and already established in the field of purchasing and inventory. In the main, employers are not requiring AA degrees for entry level positions. Students who are in the purchasing field, which represents about 75 percent of the enrollees, are primarily interested in the core courses so that they might be prepared to obtain Certified Purchasing Managers (CPM) certification through exam.

   The above factors might represent the principal reasons for declining awards; however, trends in enrollment growth and issuance of awards as recently as 1988 indicate a promising outlook for this program. The interest in Materials Management is spreading beyond Catonsville Community College, which not only offers MMT courses on campus but also credit courses at The Johns Hopkins University. Materials Management courses are also offered at Carroll Community College.

2. **At what level does the College expect the awards to stabilize?**

   The College expects the enrollment for this small program to fluctuate between 50 to 70 students from year to year. It may well be that if the College does offer a Business Management program in the near future, more students from the business area may take MMT courses as electives.

6. What action(s) does the College plan to take to address the above issues?

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- It allows the undecided or experimental student the freedom to choose courses for a wide variety of disciplines.
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3. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The Materials Management advisory committee is composed of representatives from industry who have expertise in the field of materials management. There have been five meetings as follows: March 1984, December 1984, February 1985, October 1985, May 1986, and a written communications report in June 1987. The next meeting is scheduled for the early part of 1989. In addition to the above, other types of contacts consisted of a special meeting of industry, government and higher education representatives in April 1984, a special television discussion by the President of the College in May 1985, and a promotional luncheon for materials management executives in May 1985. The College also received a $2,000 scholarship from the Purchasing Management Association for Materials Management students. This award signifies industry's recognition of the importance of the program.

   The Materials Management Technology curriculum was modified in Spring 1987 as a result of recommendations from the advisory committee. Since then, more firms represented on the advisory committee have hired students in the MMT program.

4. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

   The College surveyed 55 students/graduates in September 1988. Results are as follows:

Number of surveys	55
Number of responses	17
Employed	15
Unemployed	2
Employed full-time	14
Employed part-time	0
No response	3

Program directly related to work	11
Program somewhat related	4
Program unrelated	0
No response	2
Extremely satisfied with instruction	9
Satisfied	6
Unsatisfied	2

5. **What factors account for a discipline cost per credit hour that is rising much faster than the average discipline cost per credit hour at the College?**

   Since this is a small program, when the enrollment declines, the discipline cost per credit hour increases. When the enrollment dropped, for example, from 8 to 5.2 FTE (fiscal 1986-87), the percentage of decline was much greater than dollars spent to pay teachers. The FTE cost per discipline hour rose from $2,310 in 1986 to $2,965 in 1987. It should be noted, however, that in fiscal 1988, the FTE rose to 16.3, which lowers the FTE cost per discipline hour to $2,531.

6. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The program in Materials Management at Catonsville Community College is the only one in the State of Maryland. Evaluations of the program now as in the past are considered to be good to excellent. The program has been on campus with the same instructors for over 16 years. Complaints from students and/or industry have been almost non-existent. Our best judgment is that the quality of the program is quite good.

7. **What action(s) does the College plan to take to address the above issues?**

   The College is presently studying a restructuring of the Materials Management program to have it included in a new business management degree. Such a degree would include a special emphasis on Materials Management. It is expected that this will be more attractive to either new or current students desiring or updating themselves for a career in Materials Management. Our best information indicates that many organizations with materials management personnel have personnel with business degrees. The College intends to increase its promotion and advertising literature to introduce and promote the Materials Management program and its courses. This will include developing a strategy to reach high school graduates, either through a career briefing day or special literature designed for entry-level personnel.

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New proposals will be presented at the MMT advisory committee meeting to consider the inclusion of a letter of recognition in production and inventory management as another type of award. Also, the advisory committee will be encouraged to assist in our promotional efforts regarding the importance of education and awards in Materials Management as a developmental tool for entry-level positions and/or developing one's full potential in materials management.

The College will continue to offer the Materials Management Technology program at other sites, such as The Johns Hopkins University, and to expand the offerings at the Carroll Community College.

SBCC STAFF RECOMMENDATIONS/COMMENTS

Many colleges have found that a generic umbrella program with opportunities for students with more specific career needs to take a few specialized "elective" courses better serves the needs of the large majority of students and makes the program more cost effective than highly specialized curricula. By providing a core of courses that include transferrable skills, the generic curriculum prepares students for employment in a wide variety of related occupations. At the same time, the specialized electives meet the needs of those students with more defined career goals. The College is encouraged to explore the feasibility of offering a general Business Management program that allows students some flexibility in the choice of electives.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Catonsville Community College**

PROGRAM TITLE: **Applied Art and Design**

PROGRAM HEGIS NUMBER: **5012-05** LEVEL OF AWARD: **AA and Certificate**

1. **What factors account for the declining enrollment in this program?**

   The figures on the PDMS printout indicate to the College that the enrollment is stable rather than declining. Enrollment stays around 300 from year to year. In the past four years few sections of Applied Arts courses have been cancelled due to lack of enrollment.

2. **At what level does the College expect the enrollment to stabilize?**

   The College thinks the enrollment is stable if the enrollment is 280 or higher. Enrollment has never fallen below 280 in the last five years. In fact, in Fall 1988 the enrollment rose to 358, which is the highest for several years.

3. **What factors account for the low placement of students in full-time jobs related to their field of training?**

   Most of the students enrolled in Applied Art and Design (AAD) courses are already employed in related fields; therefore, they take courses for upgrading and retraining.

4. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The AAD program essentially has a triple personality in terms of areas of emphasis: Advertising and Graphic Design, Cinematography and Photography, and Interior Design. Recently, the College decided to expand the existing advisory committee for each of the three specialized areas. Two years ago an Interior Design advisory committee was established. The committee, composed mostly of active and successful interior designers, worked actively to update the objectives and design of the Interior Design program, to support the activities of the Interior Design student group, and to explore new areas for program development.

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PROGRAM HEGIS NUMBER: **5012-05** LEVEL OF AWARD: **AA and Certificate**

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The Advertising and Graphic Design advisory committee met on November 11, 1988 to review the design of the program, to provide information about the market, and to assist the College in promoting the program. The committee, which is composed mostly of professionals active in the field, thought the curriculum was well-designed and up-to-date. Some minor changes were recommended.

The third advisory group for cinematography and photography will meet this Spring.

5. **What factors account for a satisfaction with preparation for employment that is below the State average?**

As was already stated, most of the students in the program are already employed in the field. The recent survey revealed that for those students already working in the field, the program is directly related: 19 of the 21 responses indicated that the program is directly related and/or somewhat related to their jobs.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

The College surveyed 51 students/graduates in September 1988. Results are as follows:

Number of surveys	51
Number of responses	21
Employed	20
Unemployed	1
Employed full-time	15
Employed part-time	3
No response	3
Program directly related to work	12
Program somewhat related	3
Program unrelated	4
No response	2
Extremely satisfied with instruction	13
Satisfied	8
Unsatisfied	0

7. **What factors account for a discipline cost per credit hour that is much higher than the average discipline cost per credit hour at the College?**

   For fiscal 1988, the program cost $4,002, which is not much higher than the average cost of $3,638. What accounts for the increase are the monies spent to purchase equipment for the computer graphics lab. The Computer Graphics program will, it is hoped, be a separate and distinct program of its own.

8. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that evaluation and what was their effect on the program?**

   The first efforts to strengthen the program came with the establishment of a coordinator to oversee the Interior Design program, to teach some of the basic courses, and to establish links with the interior designers in the local area. In order to prepare for this leadership, a faculty member took courses in Interior Design and Graphic Arts. The College also established an active Interior Design advisory committee. These efforts have brought new students into the program.

9. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The program is considered to be of high quality. Of the graduates (1984-1988) recently surveyed, 13 of 21 were extremely satisfied and eight were satisfied with the instruction. Employers represented on the two advisory groups that have met in the last two years have indicated they are impressed with the design of the programs offered, the range of courses, the quality of the instruction, and the calibre of the students working in the field.

10. **What action(s) does the College plan to take to address the above issues?**

    The College intends to continue to work actively with the three advisory committees for Advertising and Graphics, Interior Design, and Photography and Cinematography. Currently, there is only one full-time faculty member (the coordinator) teaching exclusively in AAD. While the department values its adjuncts for their specialized knowledge, it feels that continually staffing 60 percent or more of the Applied Art courses with part-time instructors is going to take its toll in the long run. There is a turnover with adjunct faculty and few of them represent the department in College affairs. For these reasons, the College hopes to hire an additional full-time faculty member with a strong background in graphic design.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is correct in its statement that from 1983 to 1987 enrollment in the program has fluctuated between 283 and 300. However, it should be pointed out that during that same period the enrollment in the AA program declined from 82 full-time and 201 part-time students in 1983 to 51 full-time and 93 part-time students in 1987. In 1987 for the first time the College showed enrollment in the Certificate program. That enrollment accounted for the additional students in the program. The new interest in the Certificate program may indicate that fewer students are planning to seek an AA degree in this program or that more students are enrolling in the program to upgrade their skills--trends that the College may want to monitor.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Catonsville Community College**

PROGRAM TITLE: **Quality Management Technology**

PROGRAM HEGIS NUMBER: **5312-01** LEVEL OF AWARD: **Certificate**

1. **What factors account for the declining enrollment in this program?**

   There are two factors which may account for a declining enrollment for the past four years. One of these factors may stem from the fact that the continuing education certification review courses run parallel with the credit courses. The certification review courses are popular and represent a positive service which complements the regular certificate program. These review courses, however, may be attracting students who might otherwise take courses in the certificate program. The second factor may be that the majority of students enrolled in the program already have positions in companies which do not customarily require college awards for entry-level positions or for promotion.

2. **At what level does the College expect the enrollment to stabilize?**

   The College is definitely concerned about the decline in enrollment for this small program. Enrollment in 1982 was 17; in 1985, 71; in 1987, 26. Given the pattern of enrollment in the last 5-6 years, it is unlikely that stable numbers will be reported. Although the advisory committee has continually affirmed the need for the program, the enrollment has fluctuated greatly. The College has run this program with a part-time coordinator and adjunct faculty for many years, which makes the program less expensive to operate. There soon may be a time, however, when the enrollment is so low that the College will have to consider whether or not to drop the program. It is hoped that the recent work to introduce a Business Management program with a quality management emphasis will keep the enrollment from falling so low that no courses can be offered.

3. **What factors account for the low number of awards in this program?**

   There is still a limited interest on the part of companies and individuals to consider Quality Management (for both service and products) as a total concept or program. Also, when business and industry seek quality and/or quality management education and training for their employees, they still try to provide for this through in-house courses and in-service training sessions. According to many of the advisory committee members, companies still have a habit of sending personnel to expensive seminars and workshops which provide limited training and/or education sessions. Individuals who do take quality courses still tend to take one or two courses rather than complete the whole program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

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4. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The Quality Management Technology advisory committee meets once a year. Its last meeting was October 1988, at which time the committee discussed ways to further develop the program. Members from industry, government and professional associations include companies such as USF&G, Westinghouse, Bendix and smaller type firms. The coordinator for the Quality Management Technology program is also the Chairman of the Education Committee for the Quality Control Society and is in very close contact with its membership. This membership represents a cross section of private and public organizations implementing quality management procedures.

   The committee recommended promoting two new areas for quality management education: employee involvement courses and specialized courses for the service industry. Past actions included recommending a new title for the program to recognize the management characteristics of quality related to both production and services. The committee also recommended adding courses in technical writing and public speaking to the program, since the knowledge and skills taught in these courses are needed by quality managers. The recommendations have been implemented.

5. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

   The College surveyed 48 students/graduates in September 1988. Results are as follows:

Number of surveys	48
Number of responses	15
Employed	13
Unemployed	2
Employed full-time	13
Employed part-time	0
No response	2

Program directly related to work	8
Program somewhat related	1
Program unrelated	2
No response	4
Extremely satisfied with instruction	5
Satisfied	9
Unsatisfied	1

6. **What factors account for a discipline cost per credit hour that is rising much faster than the average discipline cost per credit hour at the College?**

   Since this is a small program, when the enrollment drops, the discipline cost per credit hour increases significantly compared to larger programs. The FTE numbers have declined from 14.8 in fiscal 1986 to 6.1 in 1988. This program lost more than half its FTE in a period of two years.

7. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

   As a result of the evaluation conducted several years ago, the program's title has been changed from Quality Control Technology to Quality Management Technology. Courses in manufacturing processes were eliminated with courses in technical writing and speech added. This revision was a slight change in the direction of providing more of a management emphasis to the program. The change went into effect in 1987 and the effects of its subsequent promotion are yet to be realized.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The program has been on campus for over 15 years and is evaluated each year by students, peers and the department chair. Additionally, the program is being evaluated by the Business, Social Sciences and Human Services Division through an internal audit. It is likely that when the audit is finished, there will be recommendations for specific actions which may help to strengthen the program. At this time, the College considers the program to rate somewhere between good to excellent. It should be noted that as new members have come aboard the advisory committee, subcommittees have been formed to work on program enhancements and short-term training courses, and the new people from business and industry have cited the high quality of the program and the outstanding reputation of the coordinator.

9. What action(s) does the College plan to take to address the above issues?

Act upon recommendations which will soon be coming from an internal audit of the program.

Continue to advertise the program in brochures and newsletters and seek the advice of the advisory committee about new strategies to promote the existence of the program and its offerings.

Seek statewide designation from the SBCC, which would allow the College to promote the program in adjacent counties and throughout the State.

Offer quality courses as a part of new Business Management program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

If enrollment does not increase or stabilize after the initiatives recommended by the advisory committee are taken, the College will have to seriously consider whether or not the program is a viable one and should be continued in its current form.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Cecil Community College**

PROGRAM TITLE: **General Studies**

PROGRAM HEGIS NUMBER: **4950-01** LEVEL OF AWARD: **AA**

1. **What is the purpose of the General Studies program at your college?**

The purpose of Cecil Community College's General Studies program is to provide a broad based program that provides students with appropriate content knowledge and improved learning skills and is flexible enough to transfer to a variety of institutions. The program attempts to provide the student with a broad background that includes coursework in the social sciences, physical sciences, biological sciences, humanities, fine arts, English, mathematics, and physical education/health.

The uniqueness of Cecil Community College's General Studies program is in the prescribed courses and the number of free electives allowed. In any discussion relating to the purpose of Cecil's General Studies program, the choice of number of free electives plays a major role. Of the 62 credits required for the Associate of Arts degree in General Studies, only 12 credits are in free electives.

The number of free electives in this program has been an area of concern for many years. In the 1979-81 College catalog, General Studies requirements were broken down into 26-28 hours of General Education requirements and 34-36 hours in major field requirements. In essence, there were 34-36 general elective credits. In the 1981-82 catalog, general elective credits were reduced to 24 credits. The General Studies program continued to have 24 general elective credits until the 1984-86 catalog when the general elective credits were reduced to 6 credits. General elective credits were altered again in the following year to 12 general elective credits and have remained at 12 credits to the present time.

A major concern in choosing the number of elective hours is the transferability of the credits and the articulation agreements currently being used. The majority of four-year colleges have made it quite clear that they do not want two-year colleges offering large numbers of courses in a specific major. The four-year colleges desire a broad base that enables two-year college students to transfer in as juniors and immediately start on their major coursework.

Cecil Community College believes that it offers one of the strongest General Studies programs in the State. The program is broad and provides students with a quality education that enables them to be highly successful in any program they transfer into.

9. **What action(s) does the College plan to take to address the above issues?**

Act upon recommendations which will soon be coming from an internal audit of the program.

Continue to advertise the program in brochures and newsletters and seek the advice of the advisory committee about new strategies to promote the existence of the program and its offerings.

Seek statewide designation from the SBCC, which would allow the College to promote the program in adjacent counties and throughout the State.

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1988

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Cecil Community College believes that it offers one of the strongest General Studies programs in the State. The program is broad and provides students with a quality education that enables them to be highly successful in any program they transfer into.

2. **How are students <u>using</u> the General Studies program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the General Studies program as follows:**

	Fall 1988	Spring 1988	Fall 1987	Summer 1987
<u>Personal Goals</u>				
Prepare for entry into first career	32%	28%	26%	33%
Prepare for entry into different career	6%	8%	7%	8%
Update skills for current job	4%	7%	5%	0
Prepare for transfer to four-year college	46%	46%	45%	45%
Self-enrichment/personal interest	8%	7%	13%	10%
Other	4%	4%	4%	4%
<u>Educational Goals</u>				
Complete selected courses	28%	30%	28%	40%
Earn a Certificate	4%	4%	5%	7%
Earn an Associate in Arts degree	68%	66%	67%	53%

3. **What do you think should be the criteria for a successful General Studies program?**

The College believes that a successful General Studies program should provide a broad background in the arts and sciences that will allow students to successfully transfer to four-year colleges and/or succeed in any career opportunity that entails a minimum of two years of post-secondary education. The College interprets a broad background to mean coursework in both the physical and biological sciences, with at least one of the sciences incorporating a lab; coursework in the social sciences, with at least six hours in the discipline of history; coursework in the area of English and speech, with at least nine hours in the discipline of English; coursework in the humanities; coursework in the fine arts; coursework in math; coursework in health and physical education, with a minimum of 2 credits in basic physical education skills; and a course in computer literacy. The preceding coursework, along with 12 general elective hours, comprise our current General Studies program. We feel that this blend of courses is the key to our creating a successful General Studies program.

It is imperative that a successful General Studies program also require its students to exit not only with appropriate content knowledge, but also with the ability to perform the basic skills of verbal, written, and quantitative communication. Assessment of basic skills for the General Studies program, as well as all other programs at Cecil Community College, is accomplished by mandatory placement tests in English, reading and math. Students who do not pass appropriate placement tests must take and pass developmental courses in order to move on to appropriate college level coursework.

4. **What types of academic and student support services are available to students enrolled in the General Studies curriculum? Are any full-time faculty members assigned to the program? Are any special academic advising and/or other support services provided for General Studies students?**

Academic and support services at Cecil Community College are available to all students and not just for students in one particular program. This year the College initiated a new advising system. The advising system has College advisors who advise the majority of our students through the completion of 25 credits. After completing 25 credits, students are transferred to a faculty advisor. General Studies students are transferred to one of three advisors, one of whom is a full-time transfer counselor. The other two are full-time faculty members from the Arts and Sciences Division.

5. **Describe briefly how the General Studies program is administered and evaluated on your campus. Does the program have any formal internal or external advisory committee? If so, please indicate the composition of the committee. When did the committee last meet, and what types of recommendations were made?**

The General Studies program is administered through the Division of Arts and Sciences. The division chair and faculty are directly responsible for the General Studies curriculum and any recommendations for change. Recommendations for change in the curriculum are forwarded to the College's Academic Affairs Committee for approval and then forwarded to the Faculty Senate for approval. After the Faculty Senate approves a program change, the change is sent to the Dean of Instruction for final approval. The department heads and the Chair of Arts and Sciences are serving as the internal advisory group for General Studies. The department heads represent the sciences, social sciences, mathematics, English (including speech and journalism), and physical education and health.

The General Studies advisory committee has recommended that the committee be expanded and the Division Chair of Careers and Applied Arts, a faculty member from the careers area, the transfer counselor, and the director of the College's advisory program be asked to join the internal advisory committee. This recommendation will be implemented in Spring 1989.

At the present time, the College has no external advisory board for the General Studies program. As recommended by the newly formed internal advisory board, this question will be examined at a later date.

6. **What action(s) does the College plan to take to address the above issues?**

Cecil Community College will be initiating a number of review processes to examine the current General Studies program. As previously stated in question 5, a new General Studies committee has been formed and will be expanded to include members of the Careers Division as well as members of the Advising Center. A modified General Studies proposal is currently being prepared and will be forwarded to the College's Academic Affairs Committee by the end of the Spring semester. Lastly, a College committee will be formed to examine the College's present and future philosophy concerning general education. The examination of the College's general education component is especially meaningful at this time in relationship to the College's investigation into areas that need to be assessed.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of General Studies programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Cecil Community College**

PROGRAM TITLE: **Secretarial Science (Office Technology)**

PROGRAM HEGIS NUMBER: **5005-01** LEVEL OF AWARD: **AA and Certificate**

1. **What factors account for the declining enrollment in this program?**

   There is a strong demand for secretaries in this geographical area. With the need so great, employers are willing to hire those with minimal typing skills and no related office training.

   The Continuing Education Division offers entry level job training.

   There is a general misunderstanding by high school graduates of the requirements to work in business. Many feel that a degree in Business Administration will be more employment-desirable than one in Secretarial Science.

2. **At what level does the College expect the enrollment to stabilize?**

   The faculty has redefined the area titled Office Technology and recognizes the need for increased cooperation in cross-teaching with the existing computer information systems and business instructional areas. With the career merging of business/secretarial, the faculty recognize the need that this merger must also occur at the teaching level.

3. **What factors account for an enrollment-to-awards ratio that is more than twice the State average?**

   The goal of the majority of our students is to get a job. They attend school until their skills are at an employable level. Once they are employed, they attend on a part-time basis or not at all.

4. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   A committee of nine met this past semester to develop an Office Management curriculum. Participants represented an educational institution, a religious organization, four private businesses, and two government organizations. The committee developed the entire curriculum for the program. Seven of these committee members were from organizations that employ our graduates.

5. **What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions?**

   The College has been highly successful in providing a technical environment consistent with local businesses. A student lab is equipped with programmable typewriters, computers, transcribers, and calculators of a quality found in the field. Within the scope of an open lab, there is an ample supply of equipment for the student population.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Number of respondents	16
Employed full-time, job directly related	13
Employed part-time, job directly related	1
Transferred/not employed	1
Returning to Cecil for more courses	1
Personal goals satisfied	15
Personal goals not satisfied	1
Satisfied with instruction	16
Satisfied with employment preparation	16
Began full-time job after college	11
Did not begin full-time job after college	2
Not applicable	3

7. **What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?**

   There is a need to provide current technological equipment and software. The College has a commitment to providing current equipment and materials for the student population.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The Secretarial Science (Office Technology) program is an excellent program.

9. What action(s) does the College plan to take to address the above issues?

There has been an increase in the amount of recruiting done during the past three years.

There has been an increase in the amount of publicity generated.

An articulated agreement with the county high schools has been developed.

A management slant has been given to the program in general.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is to be applauded for its recent efforts to revamp the program to accommodate the new technologies that those working in an office environment must be able to use. In order to contain future costs associated with the acquisition of state-of-the-art equipment, the College is encouraged to work with the members of its advisory committee to identify potential sources of grant awards and donations of equipment.

The College is also encouraged to develop a publicity campaign that emphasizes the long range benefits of associate degree and certificate awards.

PROGRAM EVALUATION REPORT
1988

COLLEGE: Cecil Community College

PROGRAM TITLE: Data Processing

PROGRAM HEGIS NUMBER: 5101-01 LEVEL OF AWARD: AA and Certificate

1. **What factors account for the declining awards in this program?**

   Declining awards in Data Processing are due to (1) specialization of the needs of employers and (2) availability of jobs that only require specific computer skills and concepts.

2. **At what level does the College expect the awards to stabilize?**

   The College expects the awards to stabilize at ten awards per year.

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   Many prospective employers were contacted in conjunction with the College's special ongoing internship program. Among those contacted were People's Bank, Morton Thiokol, Aberdeen Proving Grounds, American Cyanamid, Westvaco, Crown Advance Films, News Journal, Wilmington Trust, and Herr's. The purpose of these contacts was to secure intern positions. There were very few suggestions for changing the program from these contacts because they were very satisfied with the student interns. On the other hand, there were very few needs for programmers with an AA programming degree at the time, but many of the companies had openings for computer operators, PC support personnel, and PC trainers and operators in MSDOS, LOTUS, Dbase, etc. Many of these positions did not require a degree but the specific computer skills required by the job along with a recommendation from the department. The advisory committee has not met in the past year but is being convened this spring for a DACUM review of the program.

4. **What factors account for a satisfaction with preparation for employment that is below the State average?**

   One factor might be is the fact that students lacked a significant amount of mainframe experience. However, it should be noted that all the companies listed above hired our students because of their vast experiences in the PC world.

5. **What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions?**

   The College has been somewhat successful in keeping up with the ever changing technology by:

   - o acquiring and testing a variety of business software
   - o attending and participating in conferences;
   - o procuring state-of-the-art hardware and software

   The College has recently installed a VAX 750 that is used for programming classes such as RPG, COBOL, and Fortran. Future plans include the purchase and installation of a library and a CAI/CMI package.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Number of respondents	13
Employed full-time, job related	9
Employed part-time, job related	2
Transferred/not employed	2
Personal goals satisfied	11
Personal goals not satisfied	2
Satisfied with employment preparation	10
Not satisfied with employment preparation	1
No response	2
Began full-time job after college	7
Did not begin full-time job after college	6

7. What factors account for a discipline cost per credit hour that is much higher than the average discipline cost per credit hour at the College?

   The discipline cost per credit hour is much higher than the average discipline cost per credit hour because of the cost of the state-of-the-art hardware and software. The department also absorbs the costs of providing computer training and support for the entire student and faculty population. This would include staffing the computer lab for 10-15 hours per day.

8. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?

   The College has been successful in obtaining a Title III grant and federal vocational education funds while at the same time raising student laboratory fees to offset equipment costs. We have shared the expense of equipping a classroom of ten computer systems with the local vocational school. Maintenance of all microcomputers is done in-house to save expenses. Sharing computer labs with other academic programs will occur when adequate space is provided through building renovations. As a result of the recommendations, articulation agreements with the University of Maryland, the State universities and colleges, and out-of-state institutions are being reviewed.

9. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

   The quality of the program is one of the best in the area. The program was enhanced with the addition of a VAX minicomputer that was purchased with Title III funds. The addition of application courses such as LOTUS, DOS, Dbase and Wordperfect and of letters of completion in word-processing, spreadsheeting, and databasing has provided the community with the opportunity for the training needed by local industries.

10. What action(s) does the College plan to take to address the above issues?

    The program is excellent but needs to continue to upgrade the staff and the hardware and software to maintain this standard. The College has reached an agreement with IBM to purchase microcomputers for both the institution and the faculty and staff at a significant discount. The program will be revised using the DACUM process so as to reflect changes in the industry. New certificate and degree programs, as well as new course offerings, will be designed and implemented soon.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The enrollment in this program has declined approximately 50 percent since 1983. The College is wise to convene a DACUM panel of experts from business and industry to rethink the competencies that graduates will need to be successfully employed in this field. At the conclusion of the DACUM process, but no later than August 1, 1989, the College is requested to submit to the SBCC a detailed plan for modifying and enhancing the program to meet the current and future needs of local employers. This plan should include strategies for increasing student interest, for faculty development, and for ensuring the continued acquisition of state-of-the-art equipment.

PROGRAM EVALUATION REPORT
1988

COLLEGE: Charles County Community College

PROGRAM TITLE: General Studies

PROGRAM HEGIS NUMBER: 4950-01 LEVEL OF AWARD: AA

1. **What is the purpose of the General Studies program at your college?**

   This program serves part-time and full-time students who have a variety of short- and long-term goals:

   - Those who plan to terminate their College education with a two-year degree and who wish, therefore, a flexible course of study suitable to their unique occupational or personal needs;
   - Those whose career plans are undecided and who wish to sample courses from several disciplines in preparation for making career decisions;
   - Those who wish to broaden the base of their general knowledge in the range of disciplines traditional to college-level liberal arts education.

   Students are asked to confront significant and complex scientific, historical, cultural, philosophical ideas; manipulate information; reason analytically; and demonstrate in writing or orally a mastery of the fundamental ways in which reality is perceived in the disciplines of arts, sciences, social sciences, and humanities. Transfer institutions expect General Studies students to build on these competencies in upper-level major courses. A range of employers finds these competencies compatible with business and industry needs for planning, development, and supervision.

2. **How are students using the General Studies program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the General Studies program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career	62	6%
Prepare for entry into different career	128	13
Update skills for current job	332	33
Prepare for transfer to four-year college	76	8
Self-enrichment/personal interest	235	23
Other	177	17
Total	1,010	100%

Educational Goals	Number	Percent
Complete selected courses	212	21%
Earn a Certificate	88	9
Earn an Associate in Arts degree	411	41
Other	299	29
Total	1,010	100%

Source: Charles County Community College Dept. of Institutional Research

As is apparent from the database, students are using the General Studies program for a wide variety of reasons. While the General Studies program was designed as a transfer program, transferability is only one of the personal goals for which students use the program. Under personal goals, preparation for transfer to a four-year college ranks fourth behind updating of skills, self-enrichment, and preparation for entry into a different career.

While earning an A.A. degree ranks highest under educational goals, it is a goal of less than half of the students enrolled in General Studies. Students seeking to complete selected courses and those with other/unknown educational goals make up almost two-thirds of those enrolled in General Studies.

3. What do you think should be the criteria for a successful General Studies program?

General Studies was the most popular program on the La Plata (874 students), Calvert (144 students), and St. Mary's (67 students) campuses. This certainly says much as to its usefulness in the minds of students.

A General Studies program should provide students with the opportunity to transfer to a four-year school with a minimum loss of credits. It should have enough variety and flexibility to meet the eccentricities of diverse curricula at four-year schools. Data from the SBCC Program Data Monitoring System substantiates this criterion for the General Studies program at Charles County Community College.

A General Studies program should expose students to a wide variety of courses to help in career decision-making. Requirements in General Studies at Charles County Community College have been recently expanded to include computer data processing and speech.

A high completion rate is desirable but not as strongly as in more defined programs, such as nursing and engineering. This holds true for two reasons: (1) General Studies students can be successful in transferring even if they do not complete the AA requirements; and (2) less than 50 percent of the students in General Studies at Charles County Community College in Fall 1988 were declared degree-seeking students.

Students should be able to tailor their General Studies program to meet personal non-degree seeking goals.

General Studies can serve as an outlet for students who don't find a particular program in a particular field. They can use General Studies to customize their own program. This criterion will probably decrease somewhat in importance as the College institutes more programs oriented toward a particular field of study.

4. **What types of academic and student support services are available to students enrolled in the General Studies curriculum? Are any full-time faculty members assigned to the program? Are any special academic advising and/or other support services provided for General Studies students?**

Support services available to General Studies students are the same as those available to the general student population. Students receive assistance from the Student Development Department Counseling staff, the Learning Resource Center, the Career Development Center, the Financial Assistance Department, the Student Affairs Department, and the Women's Center.

The Chair of the Biological and Physical Sciences Department is currently assigned to oversee the General Studies program.

The Career Development Center customizes and designs its services to meet the needs of students in different programs. In an effort to create more individualized support services for its programs, the College has instituted a series of program-specific information sessions.

5. **Describe briefly how the General Studies program is administered and evaluated on your campus. Does the program have any formal internal or external advisory committee? If so, please indicate the composition of the committee. When did the committee last meet, and what types of recommendations were made?**

The General Studies program is administered by the Chair of the Biological and Physical Sciences Department.

A process of program monitoring will be implemented annually to enable self-study. This will include a compilation of annually collected data: student, faculty, retention and course characteristics, cost analyses, State data and College survey results.

The program will be evaluated every three years under the guidelines of the College program evaluation outline. The program evaluation requires a critique of:

- program goals and objectives
- program content and structure
- student demographics and enrollment trends
- program outcomes
- faculty characteristics
- quality and quantity of facilities
- adequacy of support services

The major advisory committee for the General Studies curriculum is the College's Academic Council. This Council is composed of the chairs of all academic departments, the directors of the satellite campuses, student development, the Learning Assistance Center, the Women's Center and Nursing program, and the Deans of Arts and Science and Career and Continuing Education.

The council meets monthly. One of its primary goals is program monitoring and advisement. Its most recent action (Fall 1987) concerning the General Studies curriculum was the approval of computer data processing and speech courses as general education requirements and college algebra as the minimum mathematics requirement for the program.

The General Studies program is also strongly influenced by the College's General Education Committee (an all full-time faculty committee) as can be attested to by the recent addition of the computer data processing and speech courses to the General Studies requirements and by the raising of the minimum mathematics requirement to college algebra. These changes are, in part, direct responses to the General Education Committee recommendations.

6. What action(s) does the College plan to take to address the above issues?

It is the College's intention to:

- Monitor the General Studies program annually.
- Complete an evaluation of the program every three years, according to the College's program evaluation procedure.

- Increase faculty advisement of General Studies students in the academic areas included in the General Studies curriculum. This would be in addition to the advisement given by the College counselors.

- Attempt to increase the group identity of the General Studies students by developing activities appropriate to their needs.

- Increase the effectiveness of the annual General Studies Information Session.

- Possibly make the General Studies curriculum more restrictive (i.e., decrease elective credits and increase credits in required areas). Such a change would have to be carefully weighed since one of the major advantages of the present General Studies curriculum is its diversity.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of General Studies programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Charles County Community College**

PROGRAM TITLE: **Computer Operator**

PROGRAM HEGIS NUMBER: **5104-01** LEVEL OF AWARD: **Certificate**

1. **What factors account for the declining enrollment in this program?**

   In our best judgment, enrollment in the Computer Operator program has declined due to changes in the work place and technology. The decentralization of computer operations has prompted a micro/mini/mainframe environment in computer operations. The increase in the use of microcomputers has changed the role of the computer operator to include managing networks of microcomputers in a mainframe environment. As a result, employers are hiring individuals with broader training.

   These new trends in computer information processing have led to changes in career paths for students. The requirements for increased expertise have narrowed the options for operators who previously might have moved into the programming and systems analysis field. Students are now enrolling in the AA program in computer programming.

   Prior curricular changes to the College's AA degree in Computer Programming were also a contributing factor to the enrollment decline. Revisions to the AA degree two years ago deleted the operations courses as requirements in the degree program, thus discouraging students from completing the certificate first.

2. **What factors account for the declining awards in this program?**

   It is our opinion that the decline in the awards is directly related to the decline in enrollment discussed in question 1.

3. **What factors account for the low placement of students in full-time jobs related to their field of training?**

   As a whole, we have had reasonable success in job placement. In fact, placements of graduates have actually exceeded the State average. Collegewide efforts are in place to enhance job opportunities by the recent assignment of a Career Service Director, the development of co-op education and the utilization of DACUM panels. These efforts provide a consistent link between our College, students and the business community.

A further contributing factor may be that in the Computer Operator certificate program, a large percentage of our students currently hold full-time jobs. Therefore, many of these students may not seek full-time jobs in computer operations upon graduation.

4. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

The Computer Data Processing Programs Advisory Council is comprised of representatives from public and private sector employers, including the public school systems, governmental agencies, federal defense contractors, and local businesses. Many Advisory Council members are current employers of our graduates. Input has been received from council members within the last year regarding our program needs.

In addition, the College is utilizing the DACUM process which involves workers, managers, faculty and others in defining program competencies in order to better understand the job of a computer operator and the needs of local employers. The Computer Operator DACUM was held in November 1988, and the results indicated a clear need for curricular changes in the program.

5. **What factors account for a satisfaction with preparation for employment that is below the State average?**

The program data monitoring system dated May 1988 indicates that 100 percent of our graduates are satisfied with the instruction in this program.

6. **What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions?**

The College has made extensive efforts to keep abreast of the state-of-the-art technology associated with computer operations. These efforts have involved faculty participation in advanced seminars, interacting with local employers and other Maryland community colleges, DACUM, and soliciting input from experts in the field.

Hardware and software acquisitions have been made within College budget constraints. In the past year, a new 15-station mainframe terminal lab has been purchased as well as tutorial software to supplement student operator applications.

In addition, the Data Center has acquired a new operating system (VSE/SP), Database Management System and other peripheral equipment for administrative use. These purchases benefit the students as the Data Center is used as a lab for operations.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

We consider our program satisfactory. However, we are currently planning major curricular changes and assessing the need for additional resources to better accommodate rapid changes in technology. Within two years, we are striving for our program to be excellent.

8. **What action(s) does the College plan to take to address the above issues?**

The College has taken an aggressive approach to improving the Computer Operator program. The DACUM study completed in November 1988 defined the requirements for computer operators and the need for curricular revisions. Faculty are already working on these significant revisions which will be reviewed by the Advisory Council in the coming months.

PROGRAM EVALUATION REPORT
1988

COLLEGE: Chesapeake College

PROGRAM TITLE: General Studies

PROGRAM HEGIS NUMBER: 4950-01 LEVEL OF AWARD: AA

1. **What is the purpose of the General Studies program at your college?**

   The Associate of Arts degree in General Studies was designed for persons who plan to transfer to a four-year college or university to complete a baccalaureate degree program in General College Studies. It is also intended for students who are uncertain of their career plans or who desire two years of broad general college education.

2. **How are students using the General Studies program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the General Studies program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career	23	10%
Prepare for entry into different career	45	19
Update skills for current job	21	9
Prepare for transfer to four-year college	103	44
Self-enrichment/personal interest	20	9
Other	21	9
Total	233	100%

Educational Goals	Number	Percent
Complete selected courses	109	47%
Earn a Certificate	18	8
Earn an Associate in Arts degree	105	45
Total	233	100%

3. **What do you think should be the criteria for a successful General Studies program?**

   A successful General Studies program should have a basic and flexible curriculum. Such a curriculum should include fundamental traditional liberal arts, science, and mathematics courses and elective courses to meet individual academic and occupational goals.

4. **What types of academic and student support services are available to students enrolled in the General Studies curriculum? Are any full-time faculty members assigned to the program? Are any special academic advising and/or other support services provided for General Studies students?**

   Chesapeake College provides students enrolled in the General Studies program with the academic and student support services of the Academic Skills Center, the Writing Center, the Tutoring Center, college counselors, and assigned faculty advisors. The services include instruction in remedial language arts and mathematics, tutoring in academic subjects, assistance in writing papers and reports, educational and academic advising, career planning and placement, veteran and minority student counseling, and assistance to students with disabilities. Specific transfer counseling is available to General Studies students who wish to apply for admission to the upper division of colleges or universities upon completion of their two-year program. Full-time faculty are assigned to the Academic Skills Center and the Writing Center.

5. **Describe briefly how the General Studies program is administered and evaluated on your campus. Does the program have any formal internal or external advisory committee? If so, please indicate the composition of the committee. When did the committee last meet, and what types of recommendations were made?**

   The General Studies program is administered through the General/Liberal Studies Cluster under the supervision of the Associate Dean. The program has been evaluated by the curriculum committee and approved by the Faculty Assembly. Chesapeake College has no formal internal or external advisory committee for this program. However, the College has an internal academic program review system whereby all of its associate of arts and certificate programs are evaluated on a five-year timetable.

6. **What action(s) does the College plan to take to address the above issues?**

   In accordance with its mission statement, Chesapeake College will continue to offer the General Studies program as one of several alternatives for its students.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of General Studies programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Chesapeake College**

PROGRAM TITLE: **Air Conditioning, Heating, and Refrigeration**

PROGRAM HEGIS NUMBER: **5317-02** LEVEL OF AWARD: **Certificate**

1. **What factors account for the low number of awards in this program?**

   According to the Air Conditioning and Refrigeration Institute, the job market is growing twice as fast as the number of trained technicians who are entering the field. On the Eastern Shore, the number of available positions is growing faster than national trends. The shortage is so critical in this area that students either leave the program before earning a certificate because of the available jobs or are only attending part-time while continuing in jobs they already hold. If this trend continues, the number of awards issued to part-time students completing the program will increase over time. An analysis of the majors in this program in Fall 1988 shows that only 20 percent anticipate earning a degree. Fifty percent are attending to update current job skills, and 21 percent are attending for self-enrichment.

2. **What factors account for an enrollment-to-awards ratio that is more than twice the State average?**

   The reasons mentioned in question 1 also account for an enrollment-to-awards ratio that is high in that most of the students are nontraditional in age. They seek to enter the job market to earn a living rather than complete the stated program requirements. As we attract more traditional-age students to the program, the enrollment-to-awards ratio should decline since these students will need to provide employers with some type of statement of credentials that is recognized and respected.

   Enrollments have fluctuated during the past six years. Recently the enrollment during the Fall semesters in the last three years has been steady. There was an average number of 53 students enrolled in the air conditioning courses during the past three Fall semesters. Increased promotion within our five-county service area should continue to provide us with consistent enrollment. The future projection is that enrollments should increase as various modifications are made to the facilities, equipment inventory, and curriculum.

3. **What does the College consider to be a minimum number of awards for a successful program?**

   The number of awards for a successful program depends on the specific program and the estimated total enrollees as well as the mix of full- and part-time students. In an occupational program where most entrants are interested in training and not a degree, the awards are expected to be very low. The College considers a successful program would average two awards per year. Over the past seven years there have been 13 awards which is one less than the desired total.

4. **If the original program proposal estimated awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?**

   The original program did not estimate awards. Therefore, it is impossible to draw comparisons between actual and projected award numbers.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   Employers frequently contact the instructor. The relationship the College has with employers is very positive. Local employers have been involved in the instruction as guest speakers. Locally, most of the employers belong to a professional group and they get to see each other at the various meetings. The instructor of the program participates in these meetings.

   The types of organizations that are represented on the advisory committee include both commercial and residential firms. The advisory committee met twice during the past year. A recommendation was made by the committee members that the College move toward the direction of teaching energy management along with the basic thermal, electrical, and mechanical principles. If energy management is added to the curriculum, the students will need to be more informed about how automated systems function. This will require students to become more computer literate.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

   Program entrants and some graduates were surveyed in an effort to secure more information about the program. The results are provided below:

Number of respondents	17
Full-time job, directly related	8
Full-time job, somewhat related	3
Full-time job, not related	2
Part-time job	2
Transferred, not employed	0
Seeking work, not employed	1
Military, home responsibility, other	0
Achieved personal goal	7
Satisfied with instruction in program	16

7. **What factors account for a discipline cost per credit hour that is much higher than the average discipline cost per credit hour at the College?**

   Three factors account for the high discipline cost per credit hour. First, direct costs are very high. The instructor brings to the program many years of experience and this is reflected in his salary. Second, the program is in a cost center which contains the high-cost capital intensive occupational programs at the College. The additional direct expenses are almost twice those for all other cost centers. Third, the enrollment in the program courses is relatively low. The FTE in fiscal 1988 for all the courses in the discipline was 8.6.

8. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

   Since the last evaluation, the College has been promoting the program and trying to offer courses during the evening so that returning students would be able to complete the certificate. This is part of the reason why enrollments seem to be growing.

Additionally, the local high schools are participating in a joint project called Concepts of Technology. The course emphasizes basic applied physical principles which can later be used in a course of study such as the Air Conditioning program. We feel that this linkage will provide additional students who will receive college credits for taking the course while still in high school. To bring more students back into the program, a list of names of those who did not complete the program was obtained and phone calls were made. The telephone calls produced positive results in that many students were able to complete the program by taking one or two courses.

9. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The College judges the quality of the program as satisfactory.

10. **What action(s) does the College plan to take to address the above issues?**

The College plans the following actions to address the above issues:

- Continue to purchase state-of-the-art equipment and relate it to the advancing technical concepts needed by area employers.
- Develop recruitment strategies with the high schools using the 2+2 or 1+1 articulated mechanisms.
- Use the Concepts of Technology course as a means of direct recruitment.
- Include a computer requirement in the program.
- Require Concepts of Technology in the Air Conditioning program.
- Provide more structured means of promoting the program through the media.
- Work closely with the advisory committee to keep the program content current with the profession.
- Look to the possibility of establishing cooperative education agreements with area firms so that students could work, gain experience, receive income, and have their learning experiences in the field equated to college credit.

SBCC STAFF RECOMMENDATIONS/COMMENTS

Despite the efforts of the College over the past several years to increase enrollment in the program, the total number of students actually enrolled in the program has never exceeded 17. As a result, the discipline cost is substantially higher than the average cost for all programs at the College. It is hoped that new recruiting strategies growing out the the College's involvement with the local high schools in the joint development of a Concept of Technology course will lead to increased enrollment. Should this not occur, the College will need to reevaluate the program from the standpoint of student interest and cost effectiveness.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Dundalk Community College**

PROGRAM TITLE: **Media Technology**

PROGRAM HEGIS NUMBER: **5008-01** LEVEL OF AWARD: **AA**

1. **What factors account for the <u>low</u> number of awards in this program?**

   There are four factors that contribute to the low number of awards.

   - o A large percentage of students enter the program interested only in the specialized technical courses, never intending to finish the degree. These individuals are logical candidates for a certificate option that the College plans to develop this academic year.

   - o Some students find full-time employment in the field prior to graduating and hence may not return to complete the degree.

   - o Some students take a subset of the required technical courses to meet their personal goal and then transfer to the College's General Studies program in order to have more flexibility in course selection as they complete their degree.

   - o In the light of some feedback from students and faculty on the amount and quality of equipment available in the program, these concerns need to be investigated to see if they may have an impact on enrollment.

2. **What does the College consider to be a minimum number of awards for a successful program?**

   In determining the minimum number of awards necessary for the College to deem a program successful, several factors are taken into account. Among these are enrollment, FTE's generated, cost and achievement of individual student goals. For this program, the minimum number of awards would be in the range of 5-10 each year.

3. **If the original program proposal estimated awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?**

   The awards are substantially lower than original estimates. In addition to factors identified in response to question 1, the technology is changing considerably and the kind of jobs available are different than originally anticipated.

4. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   During the past year, numerous contacts have been made with employers about the curriculum and the need for the program. These contacts are a result of conversations with Advisory Board members as well as co-op and intern site supervisors.

   The types of organizations represented by the Advisory Board are film processing centers, retail photographic supplies companies, independent film and video producers, industrial media production centers, professional media centers, and educators in the field of media.

   The Program Advisory Board met once during 1988. In addition to this formal meeting, informal contact was maintained with the Advisory Board members through phone conversations as well as in person during field trip visits.

   The Advisory Board reviewed the curriculum and supported the need for a DACUM in order to update the course content and program focus. This has been scheduled for February 1989.

   Four of six members of the Advisory Board are from firms that employ our students and graduates.

5. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Number of respondents	19
Full-time job, directly related	47%
Full-time job, somewhat related	16%
Full-time job, not related	5%
Part-time job	21%
Transferred, not employed	11%
Seeking work, not employed	0
Military, home responsibilities, other	0
	100%

Transferred, regardless of employment	58%
Achieved personal goal	58%
Satisfaction with instruction in program	100%
Satisfied with employment preparation	88%

6. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

   Since the previous qualitative evaluation several years ago, the curriculum was moved from the Learning Resource Center to the Math/Science/Engineering/Technology Division. This move was designed to align this program with an instructional division as opposed to a support unit. The long-range goal was to improve the quality of the courses as well as to decrease the cost per FTE. Also, the Media program was one of the first selected for participation in the co-op program in order to increase placement of students in a directly related job early in the program with a view towards increasing the number of degree recipients. The College's marketing and enrollment development activities related to this program have not been consistent.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The College currently assesses the quality of the Media Technology program to be satisfactory.

8. **What action(s) does the College plan to take to address the above issues?**

   The College has scheduled a comprehensive internal review to include a DACUM as well as a Phase II, Curriculum Planning Process, in order to update the curriculum. In addition, a certificate option will also be developed to address the needs of those individuals who desire only the specific, technical core courses. It is our intent to increase the number of awards, both degree and certificate, in this program and to improve marketing, enrollment development and internal coordination of staff and resources as they relate to TV/video instruction.

SBCC STAFF RECOMMENDATIONS/COMMENTS

Once the DACUM process is completed, the College should submit to the SBCC for approval any proposed revisions or new options.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Dundalk Community College**

PROGRAM TITLE: **Industrial Maintenance Technology**

PROGRAM HEGIS NUMBER: **5312-02** LEVEL OF AWARD: **AA and Certificate**

1. **What factors account for the declining enrollment in this program?**

   The Industrial Maintenance Technology program was developed primarily to address training and educational needs for local industry. Upon the initial offering of the program, several local industries (Bethlehem Steel, Armco Steel, W. R. Grace, Eastern Stainless Steel, and Lever Brothers) sent members of their current work force to the College to enroll as students. Hence, in the early years, there was a large influx of new students to the program. As these individuals completed their coursework and satisfied the training needs of local industry, the enrollment began to decline.

2. **At what level does the College expect the enrollment to stabilize?**

   The enrollment figures for the years 1985 through 1988 are respectively 130, 112, 88, and 74. The College expects the enrollment to stabilize at 70-80 students.

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   Through the efforts of the Program Director, there have been numerous contacts with employers about the curriculum and the need for the program. He has visited and maintains phone contact with firms such as Bethlehem Steel, Armco, W. R. Grace, Lever Brothers, Domino Sugar, and Maryland Cup Corporation. There is a consensus among these firms of an ongoing need for the program.

   The types of organizations represented by the Program Advisory Board are large manufacturing plants, steel companies and chemical companies.

   The Program Advisory Board met once in 1987. The committee reviewed the curriculum and made some minor suggestions regarding specific course content and equipment. Seven of ten members of the Advisory Board are from organizations that employ graduates of the program.

4. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Number of respondents	23
Full-time job, directly related	87%
Full-time job, somewhat related	9%
Full-time job, not related	0
Part-time job	0
Transferred, not employed	0
Seeking work, not employed	4%
Military, home responsibilities, other	0
Transferred, regardless of employment	22%
Achieved personal goal	17%
Satisfaction with instruction in program	83%
Satisfied with employment preparation	61%

5. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

There is no indication from our College records that this program was evaluated previously.

6. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The current value judgement is that the quality of the Industrial Maintenance program is excellent.

7. **What action(s) does the College plan to take to address the above issues?**

As part of a program review and evaluation being conducted by the College, a DACUM was conducted for the program. In addition, a Phase II, Curriculum Planning Process, was conducted. The results of these processes validated the existing curriculum design and course content reflecting a need for only minor revisions. The College intends to make those revisions and maintain close contact with the Advisory Board as well as with local industry. In our marketing and enrollment development activity, we will target smaller companies who may have related training needs. Recent high school students and adults attempting to retrain will be targeted as well.

PROGRAM EVALUATION REPORT
1988

COLLEGE: Dundalk Community College

PROGRAM TITLE: Ornamental Horticulture Technology

PROGRAM HEGIS NUMBER: 5402-01 LEVEL OF AWARD: AA

1. **The College was granted authority to begin offering this program in Fall 1983. No awards have been reported in the program to date. What factors account for this situation?**

   Initially the College believed that a functioning greenhouse located on campus was a necessary precursor to offering the program. Hence, due to limited capital funds, the College deferred the program start-up. Upon further study a determination was made that the program could be offered without a resident greenhouse through collaborative efforts with local greenhouses. Based on this decision, the program was actually offered beginning with the Fall 1987 semester with an original enrollment of 19 part-time students. The enrollment increased to 37 part-time students for the Fall 1988 semester.

2. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   Numerous contacts have been made with employers about the curriculum and the need for the program. These contacts included the grounds maintenance administration staff of the Baltimore County school system, Frank's Nursery and Crafts, the Maryland Turf Grass Council, the Imperial Nursery as well as several small interior plantscaping firms.

   The types of organizations represented on the Program Advisory Board are:

   Baltimore County School System - grounds maintenance
   Padonia Corporation - turf grass
   Hillcrest Nursery - nursery
   Maxela Nursery - nursery
   Rainbow Interior/Landscapers - interior plants/landscape
   Fantom & Gahs - greenhouse
   Essex Florist and Greenhouse - florist - interior plants
   Bob Keenan and Son Landscapers - landscaping

The Program Advisory Board met once during 1988. The committee recommended that four distinct certificate options be developed for the degree program. The options would be: Greenhouse Maintenance, Greenhouse Management, Interior Plantscaping and Landscape Technology. These options were developed and submitted to the College for review and approval.

Seven of the eleven Program Advisory Board members are from organizations which employ our graduates.

3. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

	Fall 1988 Students
Number of respondents	15
Full-time job directly related	46%
Full-time job somewhat related	0
Full-time job not related	40%
Part-time job	7
Transferred, not employed	0
Seeking work, not employed	0
Military, home responsibilities, other	7%
Transferred regardless of employment	0
Achieved personal goal	67%
Satisfaction with instruction in program	93%

4. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The current assessment is that the quality of the Ornamental Horticulture program is satisfactory.

5. **What action(s) does the College plan to take to address the above issues?**

The College has, as part of its proposed budget for the next academic year, requested a full-time faculty person for the program. This individual would also serve as the Program Director.

We project the enrollment to continue to increase with a concomitant increase in degrees and certificates awarded. The review and revision of the curriculum course content continues on a semester by semester basis. We are soon to initiate conversations with the vocational horticulture program staff in Baltimore County public schools. It is our intention to develop an articulation agreement that would allow students from the secondary program to begin coursework in one of our programs with advanced placement with credit.

6. **Does the program meet a clear and important need in the College's service area? Should the program be discontinued?**

Based on contacts with local industries as well as Advisory Board members, the College feels the program meets a clear and important need in our service area. Hence, the program should be continued.

SBCC STAFF RECOMMENDATIONS/COMMENTS

Articulation agreements with local high schools often serve as effective recruiting tools for students who might not have included college in their career plans. The College is encouraged to develop a formal articulation agreement for this program with the Baltimore County public schools.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Essex Community College**

PROGRAM TITLE: **General Studies**

PROGRAM HEGIS NUMBER: **4950-01** LEVEL OF AWARD: **AA**

1. **What is the purpose of the General Studies program at your college?**

   The General Studies curriculum allows maximum flexibility for the student who wishes to pursue an associate in arts degree. This curriculum is designed to allow for a wide range of student needs, i.e., students who have not yet selected a specific major or course of study; students who wish to partially design their own program of study; students who plan to transfer to four-year institutions but find that no other curriculum pattern offered at Essex fits their needs; and students who do not plan to transfer to a four-year institution but wish to have a general two-year college degree.

2. **How are students using the General Studies program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the General Studies program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career	157	7%
Prepare for entry into different career	314	14
Update skills for current job	146	6
Prepare for transfer to four-year college	1,148	51
Self-enrichment/personal interest	379	17
Other	117	5
Total	2,261	100%

Educational Goals	Number	Percent
Complete selected courses	653	29%
Earn a Certificate	133	6
Earn an Associate in Arts degree	1,318	58
Other	157	7
Total	2,261	100%

Source: Registration Forms, Fall 1988.

3. **What do you think should be the criteria for a successful General Studies program?**

   The College considers a minimal loss of credits in transfer, achieving one's personal goal and satisfaction with the instruction within the curriculum as major criteria for a successful General Studies curriculum.

4. **What types of academic and student support services are available to students enrolled in the General Studies curriculum? Are any full-time faculty members assigned to the program? Are any special academic advising and/or other support services provided for General Studies students?**

   A wide array of academic support services are available to all students regardless of their program of study. These services include credit by examination, developmental education assessment and placement, counseling, career development, and job placement to name a few. No special academic advising and/or other support services are provided for General Studies students.

   Although there are no faculty specifically assigned to General Studies, full-time faculty are involved in teaching most of the courses required in the General Studies curriculum.

5. **Describe briefly how the General Studies program is administered and evaluated on your campus. Does the program have any formal internal or external advisory committee? If so, please indicate the composition of the committee. When did the committee last meet, and what types of recommendations were made?**

   As is true for all academic programs, the General Studies curriculum is administered by the Dean of Instruction. Students receive counseling and guidance from counselors in the Human Development Division. The curriculum does not have a formal advisory committee.

6. **What action(s) does the College plan to take to address the above issues?**

   The appointment of a General Studies Coordinator, whose responsibility would include the administration of the General Studies curriculum and student advisement, will be considered.

   The College has been awarded a Title III grant, part of which will support the development of a comprehensive evaluation and monitoring system to review all programs, including General Studies.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of General Studies programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Essex Community College**

PROGRAM TITLE: **Teacher Education Transfer**

PROGRAM HEGIS NUMBER: **4960-01** LEVEL OF AWARD: **AA**

1. **What factors account for the low number of awards in this program?**

   Many students transfer before earning an AA degree and continue their studies at a four-year institution. Some choose to graduate with a General Studies degree rather than completing all of the requirements of the major program. Other students who know that their transfer institution does not require an Associate in Arts degree and/or does not accept some courses required at Essex, select those courses that meet the requirements of the transfer institution.

2. **What factors account for an enrollment-to-awards ratio that is more than twice the State average?**

   The major goal of many students is to complete courses needed to transfer effectively to the four-year institution of choice. Many Teacher Education faculty and counselors advise students based on the requirements of the transfer institutions. Although the students are encouraged to achieve an AA degree, many may not be interested in fulfilling all the requirements. However, they generally fulfill two years of coursework as full-time students.

3. **What does the College consider to be a minimum number of awards for a successful program?**

   In view of the fact that many students enter these programs with the specific goal of transferring to a four-year institution rather than earning a degree, the College feels that a 10 percent award ratio is a realistic goal. Our Teacher Education program appears to fulfill the needs and goals of the students and this achievement is viewed as a major criterion for judging the program's success.

4. **In recent years has there been any significant change in the acceptance of education credits in transfer? If so, describe these changes. Are there changes you would like to see in the present transfer policies? If so, indicate what specific changes you think should be made?**

   Our Teacher Education transfer faculty attempt to maintain close contact with the various four-year transfer institutions regarding the transferability of individual courses. The College has also been monitoring State level discussions of education transfer issues and opposes any initiatives that would diminish the role of community colleges in teacher preparation.

Some students have been asked to repeat courses at the transfer institution that were previously accepted as education transfer courses. We would like to suggest that a permanent committee, composed of representatives from both two-year and four-year institutions, be developed to regularly review and discuss the transferability of individual courses and related issues.

Currently Essex is exploring the possibility of centralizing all transfer activities. This would include the appointment of a Transfer Coordinator and the development of an information system providing better access to transferability information.

5. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Number of respondents	15
Transferred	93%
Percentage below apply to students who transferred:	
Lost less than 7 credits in transfer	100%
Grade point average above 3.0 at transfer institution	93%
Relationship of community college program to transfer program	
Directly related	79%
Somewhat related	21%
Not related	0
Satisfaction with transfer preparation	
Extremely satisfied	79%
Satisfied	21%
Unsatisfied	0
Achieved personal goal	86%
Satisfied with instruction in program	100%

6. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The present quality of our programs is excellent. The students who are successful in our programs tend to succeed in programs at transfer institutions. The faculty at transfer institutions have expressed satisfaction with the quality of our students and the students generally feel well prepared when entering four-year schools.

7. **What action(s) does the College plan to take to address the above issues?**

   The primary concerns of the faculty and administration have always been to ensure that Teacher Education students are adequately prepared for upper division coursework and that the transfer process is as friction-less as possible. The College will continue to monitor the quality of its transfer programs and to work with faculty and staff at senior institutions to develop and maintain articulation agreements which minimize the stress involved in transferring from Essex to a four-year college.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Essex Community College**

PROGRAM TITLE: **Marketing Management**

PROGRAM HEGIS NUMBER: **5004-08** LEVEL OF AWARD: **AA**

1. **What factors account for the declining enrollment in this program?**

   A review of transcripts was made of students who had identified themselves as Marketing majors from Fall 1986 through Spring 1988. These records show that in fact enrollment has increased by 46 percent.

2. **At what level does the College expect the enrollment to stabilize?**

   Upon implementation of program revisions, the College would expect enrollment to stabilize at 125-150 students per year.

3. **If the original program proposal estimated enrollment, how do these projections compare with the actual enrollment? If there are substantial differences, what factors account for them?**

   The original proposal, submitted in 1974, did not estimate the number of awards to be given.

4. **What factors account for the low number of awards in this program?**

   Some students find after they have started taking Marketing courses that their personal interests and/or career goals have changed and do not continue on in their Marketing studies. Other students decide to transfer to a four-year institution and tailor their program of study to maximize transferability. These students either do not complete the AA degree or do so as General Studies majors.

5. **What does the College consider to be a minimum number of awards for a successful program?**

   In view of the fact that many students emphasizing Marketing choose to obtain an AA degree in General Studies rather than in their major area of study, while other students are primarily interested in transfer, the College feels that an award ratio of 25 percent is a realistic goal.

6. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The Marketing Management advisory committee meets annually. Advisory committee members represent both small and large size businesses, thereby giving the committee a wide range of views and experiences. In addition to the annual advisory committee meeting, the program coordinator has held many informal discussions with various members of the business community throughout the year.

   The advisory committee has made four recommendations during the past few years:

   - To increase the quality and quantity of instruction in the areas of written and oral communication.
   - To obtain a new marketing instructor.
   - To allow second level marketing courses to run regardless of enrollment.
   - To completely review the program and update courses and instructional materials.

7. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Number of respondents	15
Response rate	37.5%

Full-time job, directly related	40%
Full-time job, somewhat related	13%
Full-time job, not related	13%
Part-time job	0
Transferred, not employed	13%
Seeking work, not employed	0
Military, home responsibilities, other	20%

Transferred, regardless of employment	13%
Achieved personal goal	53%
Satisfied with instruction in program	100%

8. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

An evaluation was completed several years ago resulting in recommendations similar to those indicated in #6. For a number of reasons, it was only possible to implement some of these recommendations. However, the College plans to act on all of these recommendations within the next 12-18 months.

9. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

Currently, the quality of the program is low. However, with implementation of the recommendations suggested by the program advisory committee and the business representatives participating in the DACUM workshop, the quality of the program should greatly improve.

10. **What action(s) does the College plan to take to address the above issues?**

As a result of the suggestions made by the advisory committee, the College plans to take the following actions:

- A new course in administrative communication has been developed and should be implemented in the Spring 1990 semester.
- A new full-time marketing instructor has been hired for September 1989. A second instructor with related expertise in management has been hired to begin January 1989.
- Upper level management courses, regardless of enrollment, will be offered on an every other year basis to allow Marketing Management students the opportunity to complete their studies.
- A DACUM workshop will be conducted during Spring 1989 and the recommendations from this workshop will be considered for implementation as soon as possible.

SBCC STAFF RECOMMENDATIONS/COMMENTS

During the past five years a total of 17 students have received degrees in Marketing Management. Given this small number of awards, the College needs to question whether or not there is a need for a separate Marketing Management program. Since the College offers a generic Business Management program, it might want to consider offering the specialized Marketing Management courses as program electives or to make Marketing Management an option within Business Management.

The College is requested to submit to the SBCC by August 1, 1989 a report on the DACUM workshop and the recommendations for program modification.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Essex Community College**

PROGRAM TITLE: **Travel and Tourism**

PROGRAM HEGIS NUMBER: **5099-02** LEVEL OF AWARD: **Certificate**

1. **What factors account for the declining enrollment in this program?**

   There are a number of factors that account for the declining enrollment in this program. In addition to a short-term (10-week) State accredited program at the Maryland Travel School, many travel agencies are now offering short in-house training programs. Low agent salaries may also contribute to a decline in enrollment, and a lack of advancement opportunities within the field possibly compounds the problem.

2. **At what level does the College expect the enrollment to stabilize?**

   Recently this program has experienced a decline in enrollment. Currently, enrollment has stabilized between 40-50 students per year, and efforts are now being made to revitalize the program to ensure that no further decline occurs.

3. **What factors account for the low number of awards in this program?**

   Some students enter the program to take selected courses which will allow them to advance in the agencies where they are employed. These students are not interested in attaining an "award." Other students work towards a certificate and spread their studies out over several years while employed, taking 3 or 6 credits per semester. Additionally, some Travel and Tourism students may want to earn an AA degree and do so by incorporating the Travel and Tourism courses into a General Studies program.

4. **What does the College consider to be a minimum number of awards for a successful program?**

   Because the certificate is not usually required as a condition for job placement or advancement, some students set personal goals focused on developing specific skills. In view of the fact that the achievement of these personal goals is a major criterion for judging program success, the College feels that an award ratio of 30 percent is a reasonable goal.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The program advisory committee meets annually, with three members who currently employ graduates. Several advisory committee members are regularly involved with our intern program. Advisory committee members represent both small and large travel agencies, thereby giving the committee a wide range of views and experiences. In addition to the annual advisory committee meeting, the College conducted a a one-day DACUM workshop that included seven to nine representatives from travel and tourism industry, to review the program for possible revisions. Curriculum modifications were developed following that workshop.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Number of respondents	15
Full-time job, directly related	33%
Full-time job, somewhat related	13%
Full-time job, not related	27%
Part-time job	0
Transferred, not employed	0
Seeking work, not employed	0
Military, home responsibilities, other	27%
Transferred, regardless of employment	0
Achieved personal goal	100%
Satisfied with instruction in program	100%

7. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

   The major effect of the last evaluation was to standardize many of the course offerings by removing them from off-campus sites and relocating them directly on the College campus. This allowed for a more uniform learning experience for all program participants.

8. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The present quality of the program is satisfactory. The program appears to speak to the current needs of the students and the travel and tourism industry. However, we will continue to monitor changes within the industry to ensure that we continue to develop competent professionals.

9. What action(s) does the College plan to take to address the above issues?

As a result of the DACUM, which was conducted last year, the program is being revised to make it more attractive to currently employed individuals. Non-traditional approaches to the program format are being explored and professional seminar offerings are being discussed to attract these students to the program.

The program coordinator is currently working with the coordinator of the College's very successful Hotel-Motel/Restaurant-Club program to develop a liaison between these closely related fields.

SBCC STAFF RECOMMENDATIONS/COMMENTS

It is difficult to justify maintaining career programs--even high quality ones--when completion of the program requirements do not lead directly to good entry-level employment opportunities (See the College's response to question 4). This may be the reason why the number of awards has been four or less per year since 1983. It appears that the need for training in this area may be adequately met through the offering of selected courses on an as-needed basis rather than through a certificate program. If the changes to the program format under consideration do not result in an increase in the number of awards, the program's viability should be questioned.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Frederick Community College**

PROGRAM TITLE: **Teacher Education Transfer**

PROGRAM HEGIS NUMBER: **4960-01** LEVEL OF AWARD: **AA**

1. **What factors account for the declining enrollment in this program?**

2. **At what level does the College expect the enrollment to stabilize?**

   According to our records, enrollment is increasing in declared majors enrolled in the Teacher Education program. We had 80 majors in 1986, 84 majors in 1987, and currently have 101 declared majors. This represents an increase of 20 percent from 1987 to 1988.

   It is our feeling that we will continue to see growth in this area. Students are aware of the job opportunities available in the field of education.

3. **What factors account for an enrollment-to-awards ratio that is more than twice the State average?**

   We have also noticed an increase in the number of graduates from this program. From 1982 to 1986, we graduated a total of three students. Our 1987 number of graduates increased to four. Last May we graduated seven students. While this is still below the statewide average, we are pleased with our progress in this area.

   In addition, many of our Education majors switch to our General Studies program after their initial enrollment. They then graduate as General Studies majors. Others transfer to four-year institutions prior to completing requirements for their AA degree. In many cases they complete 30 to 50 credits at Frederick Community College, and then transfer.

   Although we would like to see students complete two full years of study at our institution, we are aware that various personal circumstances prevent this. Overall, we are very pleased with the enrollment for this program and the increase in number of graduates.

4. **What does the College consider to be a minimum number of awards for a successful program?**

   It is our opinion that the success of any program may be measured in many ways. Steady or increasing enrollment in the courses required by a program is one way to measure its success.

The ability to transfer all the coursework to another institution is a way to measure success. The program's contribution towards preparing the student for immediate employment is yet another measuring device.

Overall, student satisfaction with the courses within the program is another consideration, perhaps the most important, in determining success of a program.

Yet another way to determine program success is the consideration of number of graduates.

5. **In recent years has there been any significant change in the acceptance of education credits in transfer? If so, describe these changes. Are there changes you would like to see in the present transfer policies? If so, indicate what specific changes you think should be made?**

We are not aware of any adverse effect to our students' ability to transfer credits from this program to other institutions. We have revised somewhat our Foundations of Education course to satisfy transferability to Towson University. Other than that, we are satisfied with the transfer process as it applies to this program. The transferability of our coursework is closely monitored by the College for all programs. This is done on a continuing basis.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Number of respondents	16
Transferred	69%
Currently attending FCC	31%
Lost less than 7 credits in transfer	100%
GPA above 3.0 at transfer institution	82%
Relationship of community college program to transfer program:	
Directly related	91%
Somewhat related	9%
Not related	0

Satisfaction with transfer preparation:	
Extremely satisfied	27%
Satisfied	73%
Unsatisfied	0
Achieved personal goal	88%
Satisfied with instruction in program	94%

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   It is our feeling that we have an excellent Teacher Education program. Our faculty has the educational experience necessary to prepare our students for this field of study. Our students are very pleased with their educational preparation. The coursework transfers to four-year institutions without problems, and enrollment is increasing.

8. **What action(s) does the College plan to take to address the above issues?**

   As evidenced by our responses to the above questions, the College has addressed any problems at issue. We do not have a declining enrollment. That issue does not need to be addressed. However, we continue to monitor enrollment. The awards issue appears to be correcting itself. We are pleased with the increase in graduates but will monitor this closely.

   Since our courses transfer without any problem, there is no need to do anything other than to continue monitoring this process.

SBCC STAFF RECOMMENDATIONS/COMMENTS

According to the College's own self-reported data to the SBCC, there were 53 students enrolled in the Teacher Education Transfer program in fall, 1986 and 37 in fall, 1987. Similarly, the PDM report shows no graduates for 1987 and 1988. The College is urged to investigate the reasons why the data reported to the SBCC is different from that in the College's internal records. If the data previously submitted to the SBCC for 1986 and 1987 is incorrect, the College should resubmit it.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Frederick Community College**

PROGRAM TITLE: **Secretarial Science**

PROGRAM HEGIS NUMBER: **5005-01** LEVEL OF AWARD: **AA and Certificate**

1. **What factors account for the declining enrollment in this program?**

2. **At what level does the College expect the enrollment to stabilize?**

   The Secretarial Science program at Frederick Community College did suffer a decline in enrollment after the Fall 1984 semester. This decline bottomed out at the Spring 1986 term. Students enrolled in all secretarial courses during the Fall 1984 term totaled 194. By the Spring 1987 term, enrollment in all secretarial courses declined to 110. One reason for this decline was the opening of a local private secretarial school. The private school advertised heavily and permitted students to enroll on a continuous basis.

   At this time, the Secretarial Science full-time faculty member, the Associate Dean of Management and Behavioral Sciences, and the Director of Admissions joined together to undertake efforts to revitalize this program. We visited local high schools, sent flyers to selected high school graduates and made other efforts for the program. The results were recognized immediately. Total enrollment for Fall 1987 rose to 133 and again Fall 1988 to 140. Declared majors at this time total 99.

   It is our opinion that enrollment and declared majors have now stabilized.

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   We visit business organizations such as IBM, the National Bureau of Standards, the National Cancer Institute, AOPA, the State Farm Insurance Company, Frederick Memorial Hospital, as well as doctors' offices, legal firms, and various other offices in the area. To help update our Secretarial program, these employers willingly demonstrate new equipment and standard office procedures. This information is incorporated into our lesson plans. Also, supervisors share their opinions about strengths and weaknesses of our program.

The FCC Secretarial advisory committee consists of 14 members and meets once a year. At the October 1988 meeting, it was recommended that an additional semester of Business English be added to the curriculum. The members unanimously agreed that graduates need excellent language art skills.

Organizations represented on the advisory committee include:

Primary Resources, Inc.	Frederick Community College
National Cancer Institute	Maryland Job Service
State Farm Insurance Company	Frederick County Board of Education
Frank Bernstein, Conway & Goldman	Professional Secretaries International

At least five organizations represented on the advisory committee employ our current students and/or our graduates.

4. What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions?

We have made every effort to acquire advanced, state-of-the-art equipment for our Secretarial program. However, budget restrictions have not permitted us to achieve all of our goals.

We have begun to phase out outdated Lanier word processors and plan to replace them with new acquisitions. As of this time we have acquired four IBM PS/2 model 30 units.

As we replace outdated typewriters, we replace them with state-of-the-art units. As of this time, 14 of 28 typewriters have been replaced with Xerox 610 Memorywriters or IBM Wheelwriter 5s, 6s and 30s. It is our hope to replace the remaining 14 units with similar equipment.

In addition, upon completion of approved renovation plans, this program will be housed in a new combined secretarial and word processing laboratory.

5. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Number of respondents	28
Full-time job, directly related	89%
Full-time job, somewhat related	11%
Full-time job, not related	0
Part-time job	0
Transferred, not employed	0
Seeking work, not employed	0
Achieved personal goal	100%
Satisfied with instruction	100%
Satisfied with employment preparation	100%

6. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

Based on our response to question 5, it is evident that our program is an excellent program. Almost all of our graduates who have desired employment are employed. Most full-time students, while enrolled in our program, are placed as co-op students with local businesses. Several of our past graduates have moved into office management positions with their respective firms.

Overall, our students are very pleased with their training; are confident about their abilities after training and on-the-job experience; and are happy with the many employment opportunities available to them after completing our program.

7. **What action(s) does the College plan to take to address the above issues?**

We have already addressed the problem of declining enrollment. Our efforts have been successful. Even so, we plan to closely monitor course enrollments, declared majors and graduates.

There is a Program Review and Development Committee, chaired by the Dean of the College, whose purpose is to closely monitor all occupational programs. This review is conducted semiannually.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The SBCC PDM report shows that in fall, 1984 there were 117 full and part-time students enrolled in the Secretarial Science program; in fall, 1985, 95 students; in fall, 1986, 87 students; and in fall, 1987, 56 students. The College is asked to review its fall enrollments for the years 1984 through 1987, to reconcile any discrepancies between the College's internal records and what was reported to the SBCC, and to inform the SBCC by August 1, 1989 which figures are correct.

PROGRAM EVALUATION REPORT
1988

COLLEGE: Garrett Community College

PROGRAM TITLE: General Studies

PROGRAM HEGIS NUMBER: 4950-01 LEVEL OF AWARD: AA

1. **What is the purpose of the General Studies program at your college?**

   The purposes of the General Studies program at Garrett Community College are (a) to provide a broad-based program of educational studies for students who have not finalized their career choices; (b) to provide general studies courses for students who have planned to transfer to four-year institutions in program majors unavailable at Garrett Community College; and (c) to offer opportunities for students to pursue educational goals for self-enrichment.

2. **How are students using the General Studies program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the General Studies program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career	3	3%
Prepare for entry into different career	8	8
Update skills for current job	12	13
Prepare for transfer to four-year college	51	52
Self-enrichment/personal interest	13	13
Other	11	11
Total	98	100%

Educational Goals	Number	Percent
Complete selected courses	59	60%
Earn a Certificate	4	4
Earn an Associate in Arts degree	28	29
Other	7	7
Total	98	100%

Source: Admissions forms and academic advising records.

3. **What do you think should be the criteria for a successful General Studies program?**

   A successful General Studies program will meet the following criteria:

   o Offer students educational access to an academically balanced selection of courses;

- o Provide students with the opportunity to explore different disciplines and areas of study before finalizing career choices;
- o Offer courses transferable to four-year institutions;
- o Ensure the academic integrity of all course offerings, transfer and occupational;
- o Provide students with informed academic and career advisement;
- o Provide a general background incorporating a rigorous preparation in basic academic skills.

4. **What types of academic and student support services are available to students enrolled in the General Studies curriculum? Are any full-time faculty members assigned to the program? Are any special academic advising and/or other support services provided for General Studies students?**

   Academic and student support services available to students include career counseling, office of transfer counseling, specialized advising, and academic tutoring. There are no full-time faculty assigned to the program; however, full-time faculty are assigned as advisors to General Studies students.

5. **Describe briefly how the General Studies program is administered and evaluated on your campus. Does the program have any formal internal or external advisory committee? If so, please indicate the composition of the committee. When did the committee last meet, and what types of recommendations were made?**

   The program is administered and evaluated by the Dean of Instruction and Student Services. The College Curriculum Committee makes evaluations and recommendations in regard to course selections available to the General Studies student. There is no formal advisory committee for this program.

6. **What action(s) does the College plan to take to address the above issues?**

   The College plans to conduct a follow-up survey of General Studies students to ascertain the appropriate structure of this very broad-based program and the effectiveness of the College advisement system for these students. The College will also provide a career day in the Fall semester of each year to give both first-year and second-year students the opportunity to investigate various career options which may assist them in declaring a specific program major.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of General Studies programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Garrett Community College**

PROGRAM TITLE: **Business Management**

PROGRAM HEGIS NUMBER: **5004-01** LEVEL OF AWARD: **AA and Certificate**

1. **What factors account for the low number of awards in this program?**

   Many aspects of the Business Management (career) and Business Administration (transfer) programs are very similar. Consequently, the majority of students who enter the two-year Business Management program decide to opt for the transfer program and change their program majors after approximately 30 credit hours of study.

2. **What does the College consider to be a minimum number of awards for a successful program?**

   The College considers the minimum number of awards for a successful program to be seven.

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The two major employers of Business Management graduates in the county are Bausch & Lomb and the local banking institutions. The Business Program Coordinator has met with administrative personnel at each of these businesses. As a result of their suggestions, special courses and sections have been offered on site at each of these locations to accommodate the part-time student pursuing a Business Management degree.

   Garrett Community College has established a Small Business Development Center, which operates on a part-time basis. Clients accessing the services of this center are recognizing the need for more formal education to be efficient business owners and managers. Some of these clients will be enrolling in Business Management courses. It is uncertain whether these individuals will matriculate and complete a degree or enroll in selected courses to address their immediate business needs.

The advisory group for this center also serves as the program advisory group. There is representation from Bausch & Lomb, local banks, and small business owners. The advisory committee convened in July and meets annually, although additional meetings may be called as necessary.

The Business Management program was revised two years ago with minor modifications made by strengthening the accounting requirement and adding a computer science requirement.

As student graduation data reflects, there are few students who graduate with the Associate in Arts degree in Business Management. Those who do complete the program have found employment with Bausch & Lomb and the banks as represented on the advisory committee.

4. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

	1987-1988 Graduates	Fall 1988 Students
Number of respondents	7	8
Full-time job, directly related	2	0
Full-time job, somewhat related	2	0
Full-time job, not related	2	0
Currently enrolled at the College	1	8
Dissatisfied with program	0	0
Continuing enrollment in program	0	8

5. **What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?**

Since a number of Business Management majors transition to the Business Administration transfer program upon completion of approximately 30 credit hours, the College is placed in the position of offering required occupational courses to remaining Business Management majors which are frequently low enrolled. Although not cost efficient, the College recognizes its obligation to follow through on the commitment to provide those students in the program with coursework applicable to their career needs and aspirations, namely banking and small business management.

6. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

   The situation regarding Business Management majors has not significantly changed since the last qualitative evaluation in 1984. In spite of excellent communication with local employers, job opportunities remain limited, and the program continues to be a "stepping stone" to the Business Administration transfer program.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   Satisfactory, as reported by students and graduates of the program.

8. **What action(s) does the College plan to take to address the above issues?**

   The College plans to take the following actions:

   - Continue to conduct follow-up surveys of graduates to determine satisfaction with program;
   - Conduct a curriculum review and evaluation of this program as currently designed;
   - Re-evaluate programmatic training needs of local employers;
   - Utilize the Small Business Development Center on campus to advertise, promote, and recruit prospective students into the Business Management program;
   - Examine the scheduling pattern of courses in this program to accommodate non-traditional as well as traditional students.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Hagerstown Junior College**

PROGRAM TITLE: **Arts and Sciences Transfer**

PROGRAM HEGIS NUMBER: **4910-01** LEVEL OF AWARD: **AA**

1. **What factors account for the declining enrollment in this program?**

   The College's Arts and Sciences Transfer program has functioned over the years as a general transfer category for those students who plan to transfer in a variety of majors. In the past several years two programs have emerged that provide for specific majors. The Business Administration Transfer program began to grow with the offering of a Business Administration bachelor's degree program by Frostburg State University in Washington County. At the same time, the College received approval from the SBCC to offer a Computer Science Transfer associate degree program. Given the growth in these two programs and the relative stability of the Arts and Sciences enrollment, these changes more than account for the slight (11 percent) decline in the program.

2. **What factors account for grades at the transfer college that are below the State average?**

   It is possible that the reason for credits at the transfer college being below the State average is that the program serves a more general student. The specialization in Business Administration and Computer Science that emerged since 1984 would suggest that some of the better prepared students are to be found in these majors. Further, since the number of respondents (13) is small, one or two students with average grades can lower the average of the entire group.

3. **What factors account for a low transfer rate of students into 4-year programs that are directly related to their community college transfer program?**

   Since the Arts and Sciences Transfer program has been used as a general rather than specific transfer offering, it is possible that students entering highly specialized majors were forced to use this transfer concentration. Once these students reach the four-year college and enter their specialty, it is likely that they would perceive their baccalaureate major as only somewhat, or perhaps not, related to Arts and Sciences Transfer. Also, when comparing local and State statistics, the College is at the 85th percentile of the State average for directly or somewhat related transfer. The small number of respondents achieving this percentile keeps the College in line with parameters for this category.

4. **In recent years has there been any significant change in the acceptance of arts and sciences credits in transfer? If so, describe these changes. Are there changes you would like to see in the present transfer policies? If so, indicate what specific changes you think should be made?**

   In recent years HJC has seen an improvement in the acceptance of Arts and Sciences credits in transfer. We grew from 73 percent losing less than 7 credits in 1984 to 92 percent losing less than 7 credits in 1986. This statistic suggests that the College's efforts to encourage students to select their transfer institution early in their associate degree program is somewhat successful. Since there is now the potential for an integrated University of Maryland four-year institution system, it would be ideal if a clear set of transfer guidelines could be established that would apply to all members of the system. Hopefully the SBCC in cooperation with the community colleges and the Maryland Higher Education Commission will be able to develop a comprehensive articulation agreement that will ensure cooperation among all segments of higher education in the State.

5. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The College's Arts and Sciences Transfer program is a superior one based on the opinions of the students completing it. Of the 1986 graduates, 92 percent report that they achieved their personal goal, and 100 percent of those responding report that they are satisfied with instruction in the program. The former figure is an increase over 1984, and the latter figure is a continuation of 1984. Overall this is a strong program meeting a bona fide student need.

6. **What action(s) does the College plan to take to address the above issues?**

   The College will continue to work very closely with incoming students to encourage them to select their major and the institution to which they wish to transfer as early as possible. If this decision is made early, it is possible to ensure that transfer will go smoothly and that student achievement and satisfaction will remain at a high level.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Hagerstown Junior College**

PROGRAM TITLE: **Management**

PROGRAM HEGIS NUMBER: **5004-01** LEVEL OF AWARD: **AA and Certificate**

1. **What factors account for the low number of awards in this program?**

   Since the vast majority of the students in the Management program are part-time, there is a variance from year-to-year regarding the number of students who will complete the associate degree. The College continues to monitor its scheduling process to ensure that adequate courses are available so that if students wish to complete the requirements in a given year, they will be able to do so. The College staff reviews student reasons for enrollment and works closely with students to impress upon them the importance of the associate degree.

2. **What does the College consider to be a minimum number of awards for a successful program?**

   The College does not judge the success of a program on the basis of a minimum number of awards. Categories, including whether the student achieved his/her personal goal, was satisfied with instruction in the program, and was satisfied with employment preparation, are more significant. In the case of the Management program, the College exceeds the State average in all of the aforementioned categories. Ideally the College would like to see every student who is eligible for the associate degree receive it. Our opinion is that the number of awards will not fall below the average for the last six years.

3. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Number	Percent
Courses only	0	
Certificate	0	
Degree	12	100%
Unknown/blank	0	
Total	12	

Personal Goals	Number	Percent
Exploration of new career field	4	29%
Immediate job entry	4	29
Transfer	2	14
Upgrade skills for current job	2	14
Personal interest	2	14
Total	14	100%

Source: HJC Survey of Educational Goals/Objectives

4. What factors account for the low placement of students in full-time jobs related to their field of training?

Given that a large number of students enrolled in the Management program are already employed and attend school part-time, they do not plan on changing jobs as a direct result of the program.

In both the 1984 and 1986 surveys, the College shows no one reporting a full-time job directly related. It is our interpretation that this response is caused by the students not considering the degree related to change in employment. The number of responses in both 1984 and 1986 was somewhat small. The College's follow-up for this program evaluation (see question 6) indicates that somewhat more students are identifying full-time employment directly related.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The College maintains ongoing dialogue with employers from businesses and industries in the College's service area regarding program curriculum and employment needs. Many of these contacts are conducted through the College's placement office. The placement director considers the Management program to be a valid source of entry-level management trainees for the tri-state area served by HJC.

The advisory committee is a broad-based representation including employers like Mack Trucks; moderate-sized employers like Washington County National Bank; public utilities; a stockbrokerage firm; a national credit card processing company; and the local hospital. The committee met once during the past year. The major change recommended by the committee was to add a quantitative decision-making course to the curriculum.

Graduates of the program are employed by most of the organizations represented on the advisory committee.

Finally, the advisory committee has reviewed and approved College responses to this program evaluation.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Number of respondents	19
Response rate	100%
Full-time job, directly related	21%
Full-time job, somewhat related	47%
Full-time job, not related	16%
Part-time job	16%
Transferred, not employed	0
Seeking work, not employed	0
Military, home responsibilities, other	0
Transferred, regardless of employment	0
Achieved personal goal	67%
Satisfied with instruction in program	100%
Among full-time employees:	
Began new job after college	6%
Satisfied with employment preparation	50%

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

HJC evaluates the quality of programs on the basis of student satisfaction with instruction in the program, whether the students achieved their personal goals, how satisfied the students are with their preparation for employment, and advisory committee acceptance of program graduates. In the case of the first three indicators, the College exceeds the State average. In regard to the last indicator, the advisory committee considers the program curriculum to be relevant to their employment needs. In essence, the Management program is a strong, viable offering.

8. **What action(s) does the College plan to take to address the above issues?**

The College will continue to work closely with enrollees in the program as well as advisory committee members to ensure that program quality remains high. Further, efforts will be made to convince students that the associate degree is an important professional credential. Hopefully the results will be an increase in the number of awards made in the Management program.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Hagerstown Junior College**

PROGRAM TITLE: **Correctional Services**

PROGRAM HEGIS NUMBER: **5505-02** LEVEL OF AWARD: **AA and Certificate**

1. **What factors account for the declining enrollment in this program?**

   With the opening of the new Eastern Shore Correctional Institution there has been a degree of instability present in correctional services in Washington County for the past two years. As a result, the program growth noted in 1985 and 1986 brought about by the growth at the Rosbury Correctional Institution stopped. Current planning calls for the addition of housing units and, therefore, correctional staff at all three of the institutions comprising the Washington County correctional complex. It is assumed that this expansion will result in program growth comparable to 1985 and 1986.

2. **At what level does the College expect the enrollment to stabilize?**

   It is likely that program enrollment will stabilize at approximately 40 students. When the six-year history (1982-1987) of program enrollment is reviewed, the average enrollment is 45 students. This is virtually the figure reported in 1987. With retirements and stabilized growth at the correctional complex, this number of students will permit for a stable program which meets the needs of the College's service area.

3. **What factors account for the low number of awards in this program?**

   The number of awards made in 1987 is not considered to be low by the College. In fact, they represent the average for the six-year period presented in the PDM report. Many of the students in the program do not perceive the degree as an important credential. They remain interested in the specialty courses which they perceive as relevant to their responsibilities as correctional personnel. It is likely that these numbers will remain at about their current level for the foreseeable future.

4. **What does the College consider to be a minimum number of awards for a successful program?**

   The College does not judge the success of a program on the basis of the number of awards made. We are more concerned about whether the students achieve their personal goals, are satisfied with the instruction in the program, and are satisfied with preparation for employment. The Correctional Services program continues to have extremely positive responses from students in each of these categories.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The Administration of Justice advisory committee which serves both police and correctional services is the most active advisory body at the College. The group meets three times each year. During their meetings, employment and curriculum issues comprise regular discussion items.

The committee has representatives from the three prisons, the county jail, four police jurisdictions in the College's service area, the Maryland Department of Parole and Probation, the district court system, and the military base served by the College.

The most recent series of changes approved by the committee were modifications to the curriculum which made it possible to incorporate the new SBCC guidelines for general education in the program. Graduates of the Correctional Services program are employed by all of the corrections-related agencies that hold membership on the committee.

6. What factors account for the fact that 20 percent of the 1986 graduates reported they were not employed but seeking work?

The 5-4-88 PDM does not reflect that 20 percent of the 86 graduates reported that they were not employed but seeking work. There is a mistake in the form from which these data were taken by the SBCC staff.

7. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The College judges program quality on the basis of student satisfaction with program instruction, whether the students achieved their personal goal, and whether the students were satisfied with their preparation for employment. Graduate responses in each of these categories reflect a high degree of satisfaction. Further, the high level of activity by the advisory committee on behalf of the program suggests that employers think the program to be an important source of employees. Taking these factors into consideration, HJC has a very strong Correctional Services program which meets the needs of the employers in the College's service area.

8. What action(s) does the College plan to take to address the above issues?

The College will continue to work closely with the local prison complex to ensure that new employees are made aware of the Correctional Services associate degree. With employer support, it is likely that this action will increase enrollment in the program. Further, College staff will work with advisory committee personnel to encourage those students already working in the field who are enrolled part-time to consider the associate degree as an important professional credential. The result should be an increase in the number of awards made in the program.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Harford Community College**

PROGRAM TITLE: **General Studies**

PROGRAM HEGIS NUMBER: **4950-01** LEVEL OF AWARD: **AA**

1. **What is the purpose of the General Studies program at your college?**

   The primary purpose of the General Studies AA degree program is to provide a flexible, but focused, transfer program which allows students to tailor their electives to meet the requirements of selected senior institutions or unique educational goals which are not provided by other transfer curricula. For example, General Studies students have used this curriculum to pursue pre-professional preparation for medicine, law, and for bachelor's degrees in nursing, physical therapy, architecture and pharmacy.

   Second, General Studies allows the undecided student to explore a wide range of academic disciplines while in the decision-making process.

   Third, the 12-credit concentration in a discipline is intended to encourage some depth of study in addition to providing focus for exploratory students.

   Last, while the emphasis is on transfer, the electives allow for an occupational concentration for students seeking employment upon graduation or before pursuing further study.

2. **How are students using the General Studies program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the General Studies program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career	72	10%
Prepare for entry into different career	58	7
Update skills for current job	141	19
Prepare for transfer to four-year college	184	24
Self-enrichment/personal interest	163	21
Explore a new academic area	53	7
Explore a new occupational area	43	6
Unknown	17	2
Other	27	4
Total	758	100%

Educational Goals	Number	Percent
Complete selected courses	468	62%
Earn a Certificate	22	3
Earn an Associate in Arts degree	217	28
Other	51	7
Total	758	100%

Source: Fall 1988 Admissions Applications

3. **What do you think should be the criteria for a successful General Studies program?**

The General Studies Review Committee is recommending that the revised program, which is now in the approval process, be evaluated according to the following criteria in three years. To determine the effects of the revisions, we want to know:

- o The success of students in meeting their entry goals;
- o If students are experiencing a minimum loss of credits upon transfer to an upper division program;
- o The number and types of student appeals to the Academic Standards Committee;
- o The numbers of and progress of students who enroll in the program as it has been revised;
- o A comparison of enrollments and graduates in the old program with enrollments and student progress in the new program, paying attention to student selections of concentrations in disciplines;
- o The level of student satisfaction with this program of study.

4. **What types of academic and student support services are available to students enrolled in the General Studies curriculum? Are any full-time faculty members assigned to the program? Are any special academic advising and/or other support services provided for General Studies students?**

All new students are given the opportunity to talk to an advisor or counselor prior to their first registration. In addition, students with low placement test scores as well as those who request career counseling are contacted by a member of the counseling staff prior to the advising/registration program. Usually General Studies majors are seen by counselors. However, during peak registration periods, the General Studies majors could be seen by a faculty member, paraprofessional advisor or a counselor.

General Studies majors who are taking one or more transitional studies courses are required to see an advisor or counselor assigned to the Transitional Studies program. Also, General Studies majors on academic restriction are required to see an advisor or counselor prior to each registration. General Studies majors who remain in good academic standing are not required to see any staff member prior to subsequent registrations.

There are no specific full-time faculty members assigned to teach in the program. As it is interdisciplinary, there are full-time faculty who teach in all of the required core disciplines.

5. **Describe briefly how the General Studies program is administered and evaluated on your campus. Does the program have any formal internal or external advisory committee? If so, please indicate the composition of the committee. When did the committee last meet, and what types of recommendations were made?**

At HCC each degree program is assigned to an academic division which is most closely associated with the primary content emphasis of that program. The General Studies program is assigned to the Human Development Division, the division most closely associated with academic advising and most knowledgeable about requirements at a variety of senior institutions. This assignment was considered appropriate since students were allowed significant choices in the creation of their programs of study.

The General Studies program is routinely evaluated as are all other programs of study at Harford. At those times, it is reviewed by the Human Development Division with the cooperation of other divisions as necessary. In conjunction with the General Education review, plans were made in Spring 1988 to evaluate the General Studies curriculum.

The General Studies program does not have a standing advisory committee other than the Human Development Division. However, the career programs of the College have advisory boards who may be called upon to provide knowledge about necessary knowledge and skills which may be considered appropriate for students pursuing a focus in a related field of study.

In addition, the Associate Dean for Human Development is a member of the College's Curriculum Committee and is in constant communication with the deans for other divisions. All program evaluation and revision is conducted by the Curriculum Committee as a regular part of its duties.

6. What action(s) does the College plan to take to address the above issues?

The General Studies program has been revised. The Curriculum Committee will review the effects of these revisions in three years.

A specific curriculum brochure defining the purpose, scope, requirements and processes involved in pursuing this program will be developed.

HCC has a curriculum designation of General Studies Exploratory for students who are undecided. This curriculum is specified in the College catalog but not on the admissions application. This classification will be included in the next printing of the admissions application and procedures for identifying and advising exploratory students will be defined.

During the review process of this program, the purposes, criteria, articulation, and general education goals were evaluated. The final proposal and justifications for revisions of General Studies represent a major change and the College feels a desirable strengthening of the program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The faculty and staff are to be commended for their very thorough and comprehensive revision of the General Studies program.

The College is urged to review the comments and recommendations made in the statewide evaluation of General Studies programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Harford Community College**

PROGRAM TITLE: **Office Education**

PROGRAM HEGIS NUMBER: **5005-01** LEVEL OF AWARD: **AA and Certificate**

1. **What factors account for the declining enrollment in this program?**

   Several factors seem to have affected the enrollment in this program:

   - Overall, the number of high school graduates in the county has declined.

   - This program has traditionally attracted female students who now have more career options than in the past. Some women who would have enrolled in this program are choosing other fields of study. Some have enrolled in electronics, data processing, mass communications, automotive technology, and other areas in which the earning potential is greater than for a secretary in Harford County where the median salary is $12,800 annually.

   - This program has an articulated agreement with the county high schools that awards six credit hours for typing and six for shorthand. Having earned these credits, students do not need the College experience for entry-level jobs.

   - It may be that the prospective students in this program may be general high school graduates who have had one typing course and are either undecided or late deciders about attending college.

   - In contrast to the students who have wanted or may want to acquire or refresh entry-level skills, during the last two or three years, many enrollees have been interested in professional development, not in certificates or degrees.

2. **At what level does the College expect the enrollment to stabilize?**

   We are uncertain when the enrollment will stabilize. With the help of the Advisory Committee, we will make changes in the curriculum which we hope will attract more Office Education students. The county is currently experiencing dramatic population shifts which could impact enrollments, but the changes are still too new to allow us to identify trends to help us in targeting market segments. Finally, given the expectation many students have for developing some immediately marketable entry-level skills rather than pursuing degrees, we will continue to view retention and completion in this program with concern.

3. **What factors account for the declining awards in this program?**

   Many students enroll to develop entry level skills so that they may enter the job market immediately to meet personal economic needs.

   This program is performance based and expectations, though reasonable, are demanding. Many remedial students lack the basic skills to be successful and get discouraged by the amount of work they have to do to maintain minimal performance levels. Students seeking credit are required to take college level placement examinations and must pass developmental courses before enrolling in most courses in this program. The personal academic histories of these students have not prepared them to define and pursue extended studies.

   Other students are already in the job market and want individual courses for professional development or promotion and, therefore, are not interested in pursuing degrees. In some cases, these students already hold degrees.

   Employers in this service region do not honor the degree with higher pay at entry-level positions. Students who enter the market with basic skills and those having a degree earn the same wages. Consequently, many students develop particular skills and enter the job market and pursue additional learning in a piecemeal fashion.

4. **At what level does the College expect the awards to stabilize?**

   Again, we are uncertain. The future is difficult to predict because of the diverse needs of the population we are serving, the competition for the students who traditionally have enrolled in this program with other programs whose graduates have the promise of higher incomes for jobs at most levels, and the fact that students with low level skills can take jobs immediately at the Aberdeen Proving Ground or Peach Bottom Nuclear Power Plant and meet their economic goals.

   We are going to make some programmatic changes to distinguish our preparation from general secretarial training and hope that these changes will have a positive effect on the number of completers. It may be that other criteria beyond degrees and certificates may be needed to measure whether this program is meeting the needs of the local community.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory**

committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Contacts with employers to monitor the needs of this program are made in two ways, informally and formally. The College's service area is relatively small and both full-time and adjunct faculty interact frequently through business and civic activities. In addition, many of the students who are enrolled in this program are working and report the concerns of their various workplaces.

Several discussions have been held with the largest employers in Harford County: Aberdeen Proving Ground, Harford County Government, Harford County Public Schools, and Peach Bottom Nuclear Power Plant.

The formal program advisory committee currently has six members who represent the county government, the federal government, private business, medical offices, employment contractors and law offices. The committee met in Spring 1987 and Fall 1988.

After discussions, the Committee identified several concerns associated with this program:

- Most entry level employment positions do not and will not require or honor in salary an AA degree. Support for either the degree or the certificate as requirements for advancement may not be possible in this county.

- Similarly, while providing office management skills may well be a marketing niche for attracting students, there may not be an employment market for these certified skills which, again, would require increased wages. More formal study may clarify this point of view.

- Existing offices in the county are not yet highly sophisticated, except at some research facilities. Employers still continue to look for general office skills, good communication skills, a professional appearance and some familiarity with microcomputers. As more offices incorporate the use of microcomputers in more sophisticated ways, a process which is beginning rather slowly, we will have to monitor their changing needs.

- Much in-house training for the federal government focuses on spreadsheets, office technology, and word processing. This function is currently being handled by continuing education. This department should develop programs to balance these offerings.

- The Committee recommended that personal faculty development and curriculum development address such areas as electronic mail, data base management, word processing, spreadsheet, and specific programs such as dBASE IV, WordStar, and Enable.

6. **What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions?**

   Even though all furniture and typewriters were replaced in fiscal 1987 and the office education area now has 26 basic and 19 upgraded Panasonic electronic typewriters, equipment is one area where we believe we have not kept abreast of the technology. For example, three A.B. Dick S/L word processing terminals, now obsolete, are still being used to teach word processing. Because of budget constraints no microcomputers have been purchased specifically for use in Office Education. However, WordPerfect students use the microcomputers in the random data processing lab in the same complex. Other microcomputers are available for student use on the main campus.

7. **What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?**

   In 1984 and 1985, our costs were not significantly higher than those across the State in this discipline. By our own admission, we need to improve the quality of equipment in this program. While 1986 figures represent a marginal effort in this direction, we made some equipment purchases; due to Harford's accounting system, this purchase appears in our discipline cost analysis. In 1987, all furniture, typewriters, and transcribing equipment were replaced in a one-time expenditure.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   Overall, the program is satisfactory. We see our strength in our staff who are well qualified. The student support system in the office education lab and the random data processing lab work effectively with tutorial assistance, particularly for entry level students who lack the skills to work independently for extended periods of time. Also, business teachers who are currently teaching in the county schools use our program to upgrade their skills. However, we see as a shortcoming the need to expand the advanced levels of our program to attract a different profile of student--who may have greater entry-level skills, already are in the workplace, and are ambitious to advance professionally. We need to identify and refine the needs of prospective professional development students more clearly, especially as the climate and opportunities for business and industry changes in the county in the next few years.

9. **What action(s) does the College plan to take to address the above issues?**

   We are planning to expand the program advisory committee and seek more frequent advice to keep up with the rapid technological changes and skills needed to function in a technology-oriented office.

By February 1989 we will have developed a plan for placing micro-computers in the office education suite and for integrating micro-computer skills into current courses. We expect implementation of the plan to take approximately two years, but the facility should then be able to be used for both credit and non-credit students who need this equipment.

By May 1989, we will have reviewed and revised all courses in the current program to incorporate more technological training and will have developed two new courses to enhance the employability of the students and encourage students to pursue advanced skills and degrees in Office Education.

During the Spring 1989 semester, after adequately reviewing Office Management programs at other community colleges, we will conduct an intensive one-day DACUM in Office Management. The intent of the DACUM is to determine in a formal way the necessary skills employers require graduates to have in the marketplace. Based on the insights of current advisory committee members, we anticipate making course changes rather than developing new programs as a result of the DACUM.

We will conduct preliminary surveys to determine the need for credit courses to be offered on-site as training experiences for county, State and federal employees. If the response is positive and other conditions are appropriate, we will move to provide more on-site instruction and more "intensively packaged" training courses. This means we will offer existing credit courses in a variety of time-frames and locations. We have had success with this in data processing and believe we could be successful in Office Education as well.

We will continue to provide current career information and experiences in cooperation with HCC's Cooperative Education and Placement Office.

We will investigate the possibility of developing a program for a group we will now label "resumers," students who have begun a degree program but dropped out for a variety of reasons. As we envision this, the purpose of the group would be to encourage these students to enroll in specially identified classes which would then include enhanced social and professional development activities to try to build group cohesiveness to encourage drop-outs to complete their degrees. We are considering this as one possible way to deal with the retention/motivation issue.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College has identified several areas where curriculum expansion and revision might attract new populations. Microcomputer applications would seem to offer the most immediate potential for increasing enrollment, as the demand for office personnel trained in the use of the new technologies proliferates. The College is encouraged to move forward with the development of a plan to acquire computer equipment for the Office Education program and to integrate computer skills into existing courses.

The College is requested to submit a brief report to the SBCC by August 1, 1989 on the status of the various actions proposed in the response to Question #9 to strengthen the Office Education program.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Harford Community College**

PROGRAM TITLE: **Computer Programming**

PROGRAM HEGIS NUMBER: **5103-01** LEVEL OF AWARD: **Certificate**

1. **What factors account for the declining enrollment in this program?**

   The focus of the Computer Programming certificate has been preparation for mainframe computer programming.

   The declining trend in certificate completers, which began in 1985 when 29 students earned certificates and which reached its lowest point in 1986 with only five completers, has begun to shift upward. In 1987, twelve students finished the program and in 1988 thirteen students earned certificates. This trend reflects the shift in student interests and needs to microcomputers. This shift, when contrasted with the enrollment growth from 40 students in Spring 1987 to 357 in Fall 1988 in microcomputer courses, is a trend we expect to continue.

2. **At what level does the College expect the enrollment to stabilize?**

   We do not have an answer to this question. Although enrollment appeared to be declining consistently, we now see new interest in mainframe programming as indicated by increased awards in 1987 and 1988. We do not, however, anticipate enrollments returning to the high of 1983 with 36 certificates awarded or 1984 with 39 awards. As we observe trends in business, industry, and government in our market region, we believe the growth will come in micro-oriented computer use or through technology similar to a UNIX system.

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   We use both formal and informal sources of information to monitor the needs of this program. The service area for Harford Community College is relatively small and full-time and adjunct faculty continually interact with employers. Students in work settings report actual and anticipated changes in their businesses, agencies, and laboratories.

The Computer Programming Curriculum Advisory Committee, the Harford County Citizens Advisory Council, and adjunct faculty represent formal sources of information regarding the changing environmental demands of this program. The Computer Programming Curriculum Advisory Committee has 14 members--six represent employers such as the federal government, a heavy equipment manufacturer, the trucking industry, a private computer consultant, and the county government; the remainder include data processing faculty, administrative computing services, and the College's counseling and placement staff.

The advisory committee is a strong and active group which meets annually and responds quickly to interim requests for support and information. They reached several conclusions during their meeting in October 1988:

- The Computer Programming Certificate is still valuable but needs to be more flexible in course offerings to reflect the role of microcomputers.

- Requirements for the Certificate should be stated broadly--such as a course in data base rather than a specific course such as dBASE III.

- Additional course offerings in such areas as data base management, data base software, communications, networks, and system management would be desirable. The College should commit resources to acquiring new and popular software systems in a timely fashion and to providing appropriate faculty development at the same time.

- The current Introduction to Information Systems should include experiences on a microcomputer.

Additionally, these topics were discussed at an adjunct faculty meeting in September 1988 and their recommendations were consistent with those of the Computer Programming Curriculum Advisory Committee. The faculty strongly emphasized the development of new courses.

We anticipate revisions in this program which would allow three options in the future. All curriculum changes were discussed with the Harford County Citizens Advisory Council on Vocational-Technical Education before they were proposed. In addition, we will continue to emphasize internal coordination between administrative data processing services and data processing instruction.

4. **What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions?**

   As the program is currently offered, the College has done well keeping the mainframe computer, an IBM 4341, up-to-date. Although no additional specific hardware acquisitions have been made for this program, both hardware and software upgrades have been made.

   Limited software packages and instructional aids have been purchased with DVTE funds at the encouragement of the President.

   In anticipation of new market demands and current demands for new courses, 25 microcomputers were also purchased for use by this program.

5. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Number of program completers:	
1984-1988	80%
Response rate	58%

Reasons for taking the certificate program:	
To change careers	37%
Personal satisfaction	35%
To get a job upgrade	22%
Personal interest	6%

Employment reasons for taking the certificate program:	
Full-time job, directly related	26%
Full-time job, not related	74%
To help get a job upgrade	50%
Currently employed in data processing	59%

The catalog description for this program clearly specifies that entrants should already hold a bachelor's degree. Nevertheless, approximately one-fourth of the completers did not hold a bachelor's degree and had varying degrees of difficulty finding employment.

6. **What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?**

   The data for 1984, 1985, and 1986 suggest that Harford was at or below statewide discipline costs for this program. The dramatic increase in 1987 indicates the College's commitment to expansion to a new area--microcomputer instruction.

   Even though the costs appear high, the College's accounting system includes the costs of support for very diverse computer lab experiences in noncredit, English, nursing, and accounting in the data processing cost center.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   Graduates rated the program satisfactory to excellent, a view shared by the College. The program has many strengths:

   - Diverse offerings are taught by highly qualified full-time faculty. During the last two years, eight new courses have been designed and taught to a variety of populations: Lotus, Advanced Lotus, dBASE, dBASE programming, PC DOS, UNIX, Shell Programming and 'C' Programming.

   - Courses are taught by a strong cadre of adjunct faculty who teach from common course syllabi prepared by the full-time faculty.

   - Five lab assistants who are knowledgeable in each of the required and elective courses provide exceptional support to students.

   - The random lab environment provides maximum flexibility for students in the Computer Programming Certificate and in other disciplines as well. Twenty work stations are provided in Joppa Hall for COBOL and ASSEMBLER; six for FORTRAN. Another ten stations are available on the main campus for FORTRAN.

   - The equipment is of high quality and is well maintained.

   - Full-time students who completed certificates have received special assistance in job placement from the College Placement Office.

- o The input from the Computer Programming Curriculum Advisory Committee and adjunct faculty regarding the selection of hardware and proposed courses has been of a high quality.

Several limitations of the program were also identified:

- o The rapidly-changing technology of this discipline demands that the Computer Programming Curriculum Advisory Committee meet twice a year.

- o New course offerings are dependent upon the expertise of full-time faculty members who teach 15 credit hour loads every semester, teach summer sessions, and provide intensive courses for a variety of populations on demand.

- o Given College resources, the cost and accessibility of professional development opportunities for Computer Programming faculty continue to be a concern.

8. What action(s) does the College plan to take to address the above issues?

Beginning in the 1988-89 academic year, the Computer Programming Curriculum Advisory Committee will meet twice. It was decided that meeting more frequently would intrude on volunteer time, but all members respond immediately to calls for requests for specific information within their areas of expertise.

The Certificate will be restructured to maintain the current mainframe offerings and add options for microcomputers and UNIX Based Systems. The combined enrollments in jointly offered credit/noncredit courses in microcomputers has increased from 40 in the Spring 1987 to 357 in Fall 1988. Thirty of these students in 1987 enrolled for credit; 248 were enrolled for credit in the Fall 1988 semester.

The proposal for restructuring is targeted for completion by December 1988.

The bachelor's degree continues to be an industry expectation for employment. Prospective and current employees are expected to know multiple languages and have the ability to work with groups and

agencies to identify and solve special problems. Certificate completers who held bachelor's degrees earned them in unrelated disciplines, such as elementary and secondary education and religion. This academic expectation will be highlighted in the catalog and reinforced in advising sessions as well as in the advising newsletters beginning in Fall 1989.

Finally, we will continue to expand the variety of offerings provided both on and off-campus and in the intensive offerings for those presently employed in business and industry. In the past, we have provided variable packaging such as two-day intensive courses in PC DOS and four-day intensive courses in Lotus. All enrollments in these intensive offerings have closed out.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encourage to develop new options in Microcomputers and UNIX Based Systems and to submit these to the SBCC for approval.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Howard Community College**

PROGRAM TITLE: **Retailing**

PROGRAM HEGIS NUMBER: **5004-08** LEVEL OF AWARD: **Certificate**

1. **What factors account for the low enrollment in this program?**

   The enrollment may be low because students do not know enough about the program or the job potential that it offers. If students do not know about a program, they are not likely to choose it as an option. None of the 149 business students the College recently surveyed were majoring in either of the Retailing programs. Yet, when asked about what career they were pursuing, three students specifically mentioned Retail Management, three others named some type of fashion-related business, and seven said they would like to own their own business. Only one of these 13 students was familiar with either of the two Retailing options.

   The fact that so many students in business wish to transfer to a four-year institution, or think that at some time they may, could be another reason the Retail certificate program is not considered as an option. Seventy-one percent of the students surveyed did not think a certificate or AA degree would be sufficient education to further their career goals. Seventy-four percent said they plan to continue their education beyond Howard Community College. Most of these plan to continue in Business Administration or Accounting.

   A look at the Retailing Certificate program as it is currently offered shows that many of the courses in the program may not be transferable to four-year colleges in Maryland.

2. **What factors account for the low number of awards in this program?**

   The low number of students enrolled in the program would be the main reason there are a low number of certificates awarded. Another factor is that from the enrollees contacted, most of these students were seeking to upgrade skills in their current job and were satisfied that they had accomplished that goal.

3. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Number	Percent
Courses only	8	50%
Certificate	2	13
Degree	0	0
Unknown/blank	6	37
Total	16	100%

Personal Goals	Number	Percent
Exploration of new career field	2	13%
Immediate job entry	0	0
Transfer	1	7
Upgrade skills for current job	6	37
Personal interest	2	13
Other/unknown/blank	6	37

Note: Some students answered more than one area)

Source: Telephone Survey of Retailing Certificate Enrollees of 1985-1988

4. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   - Retailer survey in Spring 1987.
   - Set up a Retailing Advisory Board in Fall 1987.
   - Met with Advisory Board Members in April 1988, discussed their needs, and asked them to comment on our current program. Their remarks were right in line with the responses received from the retailers in the Spring 1987 survey--confirming that we are teaching students the information they need to better prepare them for a career in retailing. They concurred with our conclusion that a transfer option for students interested in retailing would be a good addition to our program.
   - The only members of the advisory committee whose organizations would not take certificate graduates into a management program were Woodward & Lothrop, Inc. and Garfinckel's. Both of these stores stated that the program would be useful for people in sales positions.
   - Mailed letters to 101 Howard County retailers in August 1988, including with the letter our new brochure and a list of courses offered in Fall 1988 which we thought might be useful to some of their employees.

5. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Number of respondents	10
Full-time job, directly related	20%
Full-time job, somewhat related	20%
Full-time job, not related	10%
Part-time job	20%
Not employed	10%
Other	20%
Transferred, regardless of employment	30%
Achieved personal goal	70%
Satisfied with instruction in the program	80%
Among full-time employees:	
Began new job after college	10%
Satisfied with employment preparation	60%

6. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

A survey was completed among retailers and among students. The following recommendations were made as a result of those two surveys:

- There does not seems to be any need to change the present curriculum in either Retailing or Retail Management. Since all of the courses in the one-year Certificate Program are applicable to the two-year A.A. Degree in Retail Management, students may begin the Certificate Program and continue another year to complete the A.A. Degree if they decide to continue with their formal education. The coursework in both of these programs provides students with the background that retailers are seeking. It is not, however, a program which is transferrable to a four-year institution. This should be made clear to students entering these programs.

- Because so many of the courses in both of these curriculums are not transferable to a four-year college, the business division should consider adding a Fashion Merchandising transfer program to the options already available in Business Administration. It would give the students an additional transfer option, and would give the College an opportunity to attract more students. It should be made very clear to students entering any given program, which courses will and will not transfer to a four-year college should they decide to do that after entering the Retailing or Retail Management Programs. Several courses required in those programs are not transferable.

- An extensive marketing campaign should be carried out to make students aware of the course options in retailing as well as the job opportunities available to them upon completion of a certificate or a degree. It would also be wise to have retailers come to campus occasionally to speak to groups of students--either through classes or organizations.

Action to recommendation 2 was the approval of our Fashion Merchandising Transfer option which was put into effect in Fall 1988.

Action to recommendation 3 has been (1) sponsoring a retailing design contest among high school and HCC students; (2) developing one brochure which would describe all three retailing programs; (3) sending letters to all high school guidance counselors and high school business teachers in Howard County offering to have faculty participate in classroom discussions and career fairs for students interested in learning more about the field of retailing; (4) sending letters to 101 retail managers in Howard County, including the new brochure and highlighting Fall course offerings useful to people currently employed in the retailing field; and (5) conducting an all-day retailing career day.

Since most of the marketing began in Fall 1988, it is too early to say what the impact will be on enrollment in any of the three retailing programs.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

Based on the type of background retailers stated they were looking for, the program has the right combination of coursework and experiential learning. With the experienced teaching faculty and cooperation from retailers in the area, the program quality is excellent. The one possible change in the program might be to require some experiential learning rather than recommend it. All of the retailers are looking for experienced personnel.

8. **What action(s) does the College plan to take to address the above issues?**

   - o Continue open lines of communication with retailers who might be potential co-op sponsors and employers.
   - o Revise the Retailing program to incorporate a mandatory experiential learning element.
   - o Continue marketing this program along with our other two Retailing options.

9. **Does the program meet a clear and important need in the College's service area? Should the program be discontinued?**

   The survey to retailers attempted to determine what management opportunities are available to students who complete the certificate program, the AA program, or who go beyond the AA to obtain another degree.

   The survey indicates that even for students with only a high school diploma, some of the stores have management opportunities. They are more interested in enthusiasm, motivation, and desire to learn the company's operation, than in the level of education.

   A look at the type of entry level jobs available shows that the number of management opportunities increases as the level of education increases.

   Given the fact that so many new business students surveyed did not even know that the program existed, and given the fact that the marketing campaign for all three of the programs just began anew in Fall 1988, it is too early to say whether this program should be discontinued. If, over the next several years, most new enrollees enter the Retail Management AA degree program or the Fashion Merchandising transfer program because of greater employment offered by those advanced degrees, the Retailing certificate program might be considered obsolete and discontinued. For now, it should be given another chance.

SBCC STAFF RECOMMENDATIONS/COMMENTS

Many colleges have found that cooperative education experiences provide excellent opportunities for students to get firsthand knowledge of the business world and of the requirements for career advancement in a particular occupation. The College is encouraged to explore the feasibility of incorporating a cooperative education component in its retailing program.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Howard Community College**

PROGRAM TITLE: **Electronics Technology**

PROGRAM HEGIS NUMBER: **5310-01** LEVEL OF AWARD: **AA and Certificate**

1. **What factors account for the declining awards in this program?**

   There are a number of factors which account for the declining awards in this program. One factor which can influence the number of awards is that most of the students who enroll in the program are part-time and either take a number of years to complete the program or enroll in the program to update or upgrade their skills and do not intend to complete the degree. Another factor is marketing which is normally accomplished by visiting secondary schools and sending letters to local businesses and industries.

2. **At what level does the College expect the awards to stabilize?**

   The College expects the awards in the program to stabilize at 10-20 per year.

3. **What factors account for the low placement of students in full-time jobs related to their field of training?**

   As mentioned above, a number of students enroll in electronics courses to update or upgrade their skills. The PDM report for 1986 graduates shows that 91 percent of the respondents achieved their personal goal and only 9 percent of the respondents received full-time jobs not related to their education. The conclusion must be that students do place in jobs which are related to their field of study and that this is not a major concern.

   In addition, a survey of 1987 graduates showed that 38 percent of the respondents obtained a job directly related to their education (as compared to 27 percent in 1986).

4. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   During the past year a number of possible employers have been contacted by mail. They have been informed as to our course and program offerings each semester.

In addition, Ft. Meade has been made aware of the program. At the last advisory committee meeting, no changes or revisions to the curriculum were recommended. The advisory committee did not meet last year because of the lack of a full-time instructor.

The committee is a diversified group which consists of individuals from the fields of education, business, industry, and health care. Eight of the ten individuals are from organizations that employ our graduates.

5. **What factors account for a satisfaction with preparation for employment that is below the State average?**

In a recent survey of 1987 graduates, 63 percent of the respondents stated that they were satisfied with their employment preparation. The PDM report shows this percentage as 50 percent for both 1984 and 1986 graduates. This increase should signify that any problem factors are being lessened. In general, students seem well prepared and indicate to instructors that they are satisfied.

6. **What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions.**

The College has been relatively successful in keeping up with advancements in the high technology area. In addition to a new building (Fall 1989) which will be wired for networking and flexible applications, the College has recently purchased communication, telecommunication and computer equipment for the program. State-of-the-art equipment has also been purchased to replace general test equipment when funds are available.

7. **What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?**

There are a number of factors that contribute to the relatively high cost per credit hour for this program. One factor is the high cost of state-of-the-art equipment. The telecommunications option which was added to the program has four new courses. The labs for each course require high tech equipment.

Another factor is that both the Biomedical Engineering Technology program and the Computer Technology program have many courses that are the same as the Electronics Technology program. To simplify budgeting, most costs are placed under the Electronics Technology budget.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The overall quality of the program is excellent. This conclusion is based upon what students who are currently enrolled say about it. Most students are satisfied with the instructors and do achieve their personal goals. As with any program, excellent does not mean that improvements should not be made.

9. **What action(s) does the College plan to take to address the above issues?**

   The following actions will help the College address the problems:

   - We are planning to hire a full-time instructor to start Fall 1989.
   - This instructor will have a major objective to actively market the program throughout Howard County with a goal to increase the enrollment.
   - The costs of the program will be monitored more closely so that costs associated with BMET and Computer Tech do not add to the costs of Electronics Technology.
   - The advisory committee will meet on a regular basis of at least once per semester and discuss possible curriculum changes.
   - Follow-up studies will be done to find out why students who did not find full-time employment related to their field had these problems.
   - Businesses and industries will be contacted for donations of current equipment which is not out-of-date and can be used in the program. Some of the labs may be taken at the businesses themselves if joint agreements can be developed.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The demand for electronics technicians is continuing to expand along the Baltimore-Washington industrial corridor. Good job opportunities exist for students completing an Associate in Arts degree in Electronics Technology. The College is urged to move ahead with its plans to hire a full-time instructor to coordinate the Electronics Technology program and to intensify its recruitment efforts in this area.

PROGRAM EVALUATION REPORT
1988

COLLEGE: Howard Community College

PROGRAM TITLE: Developmental Disabilities

PROGRAM HEGIS NUMBER: 5503-02 LEVEL OF AWARD: Certificate

1. **What factors account for the low enrollment in this program?**

Although enrollment in the Developmental Disabilities program has generally increased since its inception, the figures are still below expectations. This is due to a number of factors, including the following:

- o The majority of students graduating from this program will work for private, nonprofit agencies funded by the State of Maryland (through the Developmental Disabilities Administration). The DAA has organized a vast network of community-based services for disabled people throughout the State and so jobs are plentiful. Although this would appear to be an ideal situation for the College, in fact, it sets up a number of obstacles to the success of the program.

  - There are many more jobs available than there are people to fill them at the present time. In Howard County, some agencies are having to deal with almost chronic vacancies. This level of under employment results in a situation where the College must try to recruit people not just for its academic program but for the field in general. This is a difficult task for a community college, especially when the agencies in the area are also attempting to do essentially the same thing. Therefore, we must compete with these agencies to attract a very limited pool.

  - All requirements for employment are set for the DAA. Although there are basic minimum education requirements set by the State, inclusion of the Certificate as an option has yet to be required. We have met with representatives of the D.D.A. to discuss this obvious shortcoming, and they have made a pledge to correct the oversight sometime in 1989. However, agencies who currently would like to require that new staff have a Certificate do not do so because it is not recognized by the State. Therefore, agency administrators can only request that they pursue it.

  - Since this is not a field which is very much in the public eye, shortages persist, and the DAA is just now starting to address this very serious problem.

- o The rate of pay at the entry level is low, especially when such figures are measured against a backdrop of prosperity in Howard

County. It is difficult to cite an average salary for the region, since this changes somewhat according to market demands, but the range can be anywhere from $12,000 a year to $18,000 or more. Factors influencing rate of pay include overtime, room and board, benefits and the agency pay scale. It should be noted that most people in Howard County are being hired at the lower levels.

2. **What is the minimum number of students needed to offer a successful program?**

We have determined that ten FTEs must be generated in order for the program to break even financially. Since there are virtually no equipment costs and only one full-time instructor, this is a relatively low minimum. Using this number, we would have to enroll 15 students in the program in the first semester and 12 students would have to enroll in the second semester.

The numbers represent somewhat less than what we have set as our goal. In order to generate the remaining credit hours, we are offering courses specifically for agencies in the area.

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

We believe that our best efforts have been put forth in response to meeting the needs of the agencies in our community and working with the Advisory Committee to shape and market the program.

A survey was distributed to all agencies in Howard County and the surrounding areas before a letter of intent was submitted for the program. Subsequently, another survey was distributed to over 60 agencies in the region in 1987 to determine the need for particular competencies and to construct a profile of services provided and wages paid for specific positions. The results of these surveys were an integral part of our continued planning process and refinement of the program. In addition to these formal contacts, the faculty regularly communicates with administrators of area agencies.

Partly in response to these surveys, and partly as a marketing approach, the College offers courses to agencies in non-traditional formats. The purpose of this is to train staff employed at these agencies who may not have a Certificate, and to meet State requirements for staff orientation. Plans call for at least 3 of these sections to be offered on an annual basis.

Aside from one member, who is a representative of a foundation not directly involved in client care, the individuals who make up this board are all administrators of agencies in the immediate area and have all employed graduates or students of the program. Since the program's inception, the committee has always had a makeup which reflects the very best of regional service providers, and when additions to it become necessary, this is uppermost in our minds.

The advisory committee meets regularly on a semiannual basis. The committee has provided the impetus for many of our marketing and recruitment efforts.

4. **What factors account for a discipline cost per credit hour that is much higher than the average discipline cost per credit hour at the College?**

The costs to administer the program are actually quite low in that there are no capital expenditures and only one full-time faculty. To this point, no part-time faculty has been needed to teach the courses and none is expected in the near figure. In fact, since the course offerings are so few, the faculty for this Program has been free to teach other courses as part of load.

5. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

We judge the program quality to be excellent. We use a number of factors to make this determination:

- Feedback from agency administrators on the quality of graduates and student interns has been uniformly positive. Feedback has also been good from directors who have sent staff people to the special agency sections, and enrollments from participating agencies have increased.

- The faculty has been involved since 1986 in systematically developing the courses offered as part of the Program. At this point, behavioral objectives and evaluation items have been developed for each HC course. Institutional data shows this to be one of the most effective ways to raise the quality of instruction.

- We have developed formal arrangements with upwards of 30 agencies to allow students to observe, do clinicals or internships, and most students are hired, or at least receive a job offer, after completing their cooperative.

- Feedback from students on formal questionnaires has generally been very positive, and graduates have related that they feel well prepared for their duties as they enter the work force.

6. What action(s) does the College plan to take to address the above issues?

The College has just completed an extensive formal internal review of the program. Based on the recommendations of the Advisory Committee, the continuing needs of the community, the increasing FTE figures, and the likelihood that the situation will improve in the very near future, a recommendation has been made to continue the program for at least two more years after the current academic year.

In order to meet the goal of 10 FTEs for the program, an extensive marketing/recruitment plan will be undertaken which will involve advertising in selective markets, sending representatives of the College into the community to present the program to various groups, and working closely with all area agencies to further meet their training needs.

The College will study and, wherever possible, implement the recommendations put forth by the Advisory Committee and the SBCC.

SBCC STAFF RECOMMENDATIONS/COMMENTS

On the state level, there seems to be some new recognition of the Certificate and the Associate in Arts degree as appropriate credentials for entry-level positions in the field of Developmental Disabilities. The SBCC staff will continue to work closely with the colleges offering programs in Developmental Disabilities to promote the Certificate as the minimal requirement for entry-level employment.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Montgomery College**

PROGRAM TITLE: **General Studies**

PROGRAM HEGIS NUMBER: **4950-01** LEVEL OF AWARD: **AA**

1. **What is the purpose of the General Studies program at your college?**

   This program as stated in our catalog "is designed for those students who need maximum academic flexibility to meet requirements for transfer, career exploration, or other personal goals."

2. **How are students using the General Studies program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the General Studies program as follows:**

   Based on student responses in the Fall 1988 registration, the students' personal goals for the General Studies program are as follows:

Personal Goals	Number	Percent
Prepare for entry into first career	588	9%
Prepare for entry into different career	587	9
Update skills for current job	909	13
Prepare for transfer to four-year college	2,670	39
Self-enrichment/personal interest	1,015	15
Explore new occupational area	266	4
Explore new academic area	93	1
Other	594	9
Unknown (no response)	187	3

Educational Goals	Number	Percent
Take course without working towards a degree or certificate	3,950	58%
Certificate	616	9
AA degree	2,108	31

   Source: Collegewide Fall 1988 registrations.

   The students are using the curriculum as it was intended. Eighty-nine percent of the Fall registrants' personal goals for this curriculum were either for transfer, career or self-enrichment purposes. The 12 percent who did not respond or declared "other" as their choice may be reflective of a myriad of possibilities understood only to the registrant. Students who are not seeking a degree must enroll in a curriculum and most often the choice is General Studies.

There are two major populations that will use a General Studies curriculum in a community college. The first is the group planning to transfer to a four-year institution and needing to follow a special sequence of courses to ensure both transferability and junior status at the receiving institution. The other group consists of working adults. They have one of two reasons for using this program: (1) they already have college courses from earlier times in their lives, have made a shift from their original academic goals, and want to attain an associate degree in a timely fashion because of job requirements to have a degree; or (2) they have specialized needs for education which requires the synthesis of two or more areas in a pattern not consistent with existing curricula.

3. **What do you think should be the criteria for a successful General Studies program?**

The criteria of a successful General Studies program should be:

- The general education requirements for curricula at that particular institution are met.
- The program of study is targeted to a defined goal related to transfer, career, or self-enrichment.
- The student is exposed to not only the breadth of the general education requirements but also to depth, that is, to second year courses as well as the beginning level.
- The program provides flexibility for a student and advisor in order to reach a specific goal.

4. **What types of academic and student support services are available to students enrolled in the General Studies curriculum? Are any full-time faculty members assigned to the program? Are any special academic advising and/or other support services provided for General Studies students?**

The types of academic and student support services available to students enrolled in the General Studies curriculum are those which are available to all students of Montgomery College. These services include classes in career planning, study habits, and college survival. Also, there are workshops on transfer. In addition, each student of the College has a counselor and academic area assigned to him/her. The General Studies curriculum requires each student to develop an individualized plan of study before 32 credit hours. This requirement ensures the linkage of the student to counseling or advising faculty.

Other than the counselor and academic area assigned to each student, there are no additional full-time faculty assigned to students in the General Studies curriculum. In general, the counseling faculty are the most involved with students in this program, especially those who are planning to transfer. This is particularly true at the Takoma Park Campus which assigns counselors for both the counseling and advising functions. The special advising provided is found in the requirement that an individualized plan of study be developed before the student has completed 32 credit hours. The Rockville Campus has developed a General Studies brochure which outlines the program of study and shows the relationship of the various General Education distribution courses of Montgomery College to the University Studies requirements of the University of Maryland College Park. This brochure is mailed to all Rockville students in the General Studies curriculum with the invitation to come in to plan their program of study.

5. **Describe briefly how the General Studies program is administered and evaluated on your campus. Does the program have any formal internal or external advisory committee? If so, please indicate the composition of the committee. When did the committee last meet, and what types of recommendations were made?**

As with all of the transfer programs, General Studies does not have any internal or external advisory committee. However, all curricula at the College undergo a periodic review and evaluation. This curriculum, General Studies, was first offered in its current form in Fall 1986. It will be reviewed by a collegewide committee beginning in April 1989. The report will be submitted by April 1990.

6. **What action(s) does the College plan to take to address the above issues?**

Recommended actions will be forthcoming in the report concluding the first evaluation of this program in 1989-90.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of General Studies programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Montgomery College**

PROGRAM TITLE: **Teacher Education Transfer**

PROGRAM HEGIS NUMBER: **4960-01** LEVEL OF AWARD: **AA**

1. **What factors account for a loss of credits upon transfer that is above the State average?**

   Many students who end up in teacher education fields began their careers as undecided students and were encouraged by counselors and advisers to sample various, ultimately non-transferable courses.

   In addition, because of the teacher "glut," counselors advised incoming students who were interested in going into Teacher Education to choose a secondary backup field, many of whose courses would not ultimately be transferrable into Education curricula. This network of decision making by students is often slow to respond to changes in the job market.

2. **What factors account for a satisfaction with preparation for transfer that is below the State average?**

   The PDM data show that all 1986 respondents were either extremely satisfied or satisfied with preparation for transfer, whereas 4 percent of the statewide respondents were not satisfied. The disparity between the statewide average for extreme satisfaction and that of 1986 college respondents may be due to the inevitable loss of credit for courses taken outside the Teacher Education curriculum.

3. **What factors account for a low transfer rate of students into 4-year programs that are directly related to their community college transfer program?**

   Many students find that they can satisfy the requirements for an AA degree by following the Teacher Education curriculum, but never intend to continue in the Education curricula at the transfer institution unless it is absolutely necessary. Others begin in Education but are dissuaded by the relatively low starting salaries and small number of positions available to public school teachers until recently. Because they are advised by counselors to choose a secondary backup field of study if they are interested in Education, many prospective teachers become side-tracked into more lucrative careers.

4. **In recent years has there been any significant change in the acceptance of education credits in transfer? If so, describe these changes. Are there changes you would like to see in the present transfer policies? If so, indicate what specific changes you think should be made?**

   According to the Chairperson of the Psychology Department, there has been no significant change in the acceptance of education credits in transfer. We would like to see increased liaison with transfer institutions so that anticipated changes in the programs could be dealt with in advance.

5. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   We consider the Teacher Education program to be generally excellent in quality, as can be seen in the 100 percent satisfaction of all respondents with the instructional level of the program.

6. **What action(s) does the College plan to take to address the above issues?**

   The College intends to pursue increased liaison with transfer institutions to cut down on potential problems with transfer of courses and to devise means of early identification of potential education majors to allow more accurate and timely advising. Further, we intend to provide advisors and counselors with the most recent information on job and career availability in Teacher Education.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The latest statistics indicate that there is an increasing demand for both elementary and secondary teachers in Maryland. This is especially true in certain occupational disciplines. Similarly, the demand for minority educators who can serve as role models to an increasing minority school-age population is growing. The College is encouraged to develop a plan for identifying prospective education majors and promoting teaching as a profession.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Montgomery College**

PROGRAM TITLE: **Mechanical Design Technology**

PROGRAM HEGIS NUMBER: **5315-01** LEVEL OF AWARD: **AA**

1. **What factors account for the low number of awards in this program?**

   The low number of awards in this program is directly related to the low enrollment in the program.

2. **What factors account for an enrollment-to-awards ratio that is more than twice the State average?**

   During the past five years the program enrollments and degrees awarded have been as follows:

	Enrollees	Degrees Awarded	Ratio
AY 1983	14	7	2:1
AY 1984	13	1	13:1
AY 1985	11	3	3.7:1
AY 1986	15	4	3.8:1
AY 1987	13	3	4.3:1

   Average = 5.4:1

   These figures are based solely on those students who have been legitimately enrolled in the core courses of this program; it excludes any "spurious" enrollees who may have matriculated in Mechanical Design Technology, but never appeared in any of the core courses beyond Introduction to Engineering Technology.

3. **What does the College consider to be a minimum number of awards for a successful program?**

   The College does not set a minimum number of degrees for any curriculum. The career advisory committee strives to balance community needs and student needs in developing recommendations related to size.

4. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

   Educational Goals - Data taken only on students currently in program as of Fall 1987.

Personal Goals	Number	Percent
Exploration of new career field	1/22	5%
Immediate job entry	4/22	18
Transfer	11/22	50
Upgrade skills for current job	2/22	9
Personal interest	4/22	8

5. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

   A questionnaire was given to all majors enrolled over the last ten years. Twenty-two individuals responded. Their responses indicated that 100 percent of them were extremely satisfied or satisfied with the quality of the classroom instruction in their program of study; 100 percent were extremely satisfied or satisfied with the overall quality of Montgomery College:

   - 100 percent of those individuals who transferred indicated that the curriculum was directly related or somewhat related to their major at the transfer institution; and 100 percent were extremely satisfied or satisfied with their preparation for transfer.

   - Moreover, for those individuals who were employed, 50 percent were employed full-time and 50 percent part-time; 25 percent had a job directly related to their program, 45 percent had a job somewhat related to their program, and 30 percent had a job unrelated to their program. Respondents in general were satisfied or extremely satisfied with their preparation for employment.

   - Finally, none of the individuals who were not employed were seeking a job.

   - In summary, our own individual follow-up survey allows us to draw the conclusion that the students perceive the program as meeting their goals and are satisfied or extremely satisfied with the Mechanical Design Engineering program.

6. **What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?**

   The discipline cost can be attributed to low enrollments and a curriculum which features nearly as many laboratory hours as lecture/recitation hours in the core and technical support courses.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The goals of this program are to provide students with a solid foundation in the basic disciplines of mechanical engineering technology. The program serves those students who wish to become draftpersons, assistant designers and lab technicians, as well as those who desire to transfer to a baccalaureate degree program in Engineering Technology. The program meets the minimum standards for accreditation by the Accreditation Board for Engineering Technology. The faculty are highly qualified and the laboratory facilities are adequate and up to date. Graduates are satisfied with their preparation for entry into the work force or transfer to baccalaureate degree programs. The overall quality of the program is good.

8. **What action(s) does the College plan to take to address the above issues?**

   The College is aware of the low enrollment in the Mechanical Design Technology program. At the present time the following alternatives are being reviewed for possible implementation:

   - o More visibility for the Mechanical Design Technology program. At the present time the three Engineering Technology programs all have the same designator. We are reviewing courses to determine whether separate designators for the different programs should be developed. In addition, students confuse Mechanical Engineering, available as a transfer option in the Department of Physics, Engineering and Geoscience, with Mechanical Design Technology, a career option in the Department of Applied Technologies.

   - o Consider reducing the overlap between Electromechanical Technology on the Germantown Campus and the Mechanical Design Technology option on the Rockville Campus. When the Electromechanical Technology option was developed by the Germantown Campus, it was developed as a partial combination of the Electronics Technology and the Mechanical Design Technology programs on the Rockville Campus. Enrollments are sufficient in the Electronic Technology program so that the overlap is appropriate. However, with respect to the Mechanical Design Technology option, where enrollments are small, there is a question about the viability of having two programs with significant overlap. Discussions with regard to this are underway, and a recommendation will be developed.

   - o Delete the program.

   During the academic year 1988-89, these options will be evaluated with a recommendation to be selected by July 1, 1989.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to inform the SBCC by August 1, 1989 of its future plans for this program.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Montgomery College**

PROGRAM TITLE: **Aging and Disability**

PROGRAM HEGIS NUMBER: **5503-02** LEVEL OF AWARD: **Certificate**

1. **What factors account for the declining enrollment in this program?**

   Declining enrollment in this program follows trends that are observable nationwide, i.e., a concentration on financial success rather than on service-oriented careers with a very low starting salary. Human services programs in higher education institutions across the country are experiencing similar losses in enrollment. The primary factors are probably low starting salaries (at or near the minimum wage level), long hours, and the fear of accidentally contracting a communicable disease in a career where personal contact is all important.

2. **At what level does the College expect the enrollment to stabilize?**

   It is anticipated that enrollments will stabilize at or near the present level, although anticipated changes in requirements for the Aging and Disabled Certificate may have a positive effect on enrollment.

3. **What factors account for the declining awards in this program?**

   As discussed in #1 above, low paying jobs in public service attract relatively few potential certificate seekers. As enrollment has dropped, in large part due to increasing interest in curricula that promise rapid financial gain, the pool of students seeking the Aging and Disability Certificate has decreased in size. At present, curriculum revisions are in the final stages of approval to lower required hours for the Aging and Disability certificate from 30 credit hours to 18 credit hours. This will permit a larger number of students to complete the requirements for the certificate and may increase enrollment figures somewhat in the near future.

4. **At what level does the College expect the awards to stabilize?**

   If the anticipated approval of the change from 30 to 18 credit hours required for the certificate is forthcoming, the number of awards could increase to about 15-20 per year.

5. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Number	Percent
Courses only	25	31%
Certificate	38	48
Degree	0	0
Unknown/blank	17	21
Total	80	100%

Personal Goals	Number	Percent
Exploration of new career field	0	
Immediate job entry	0	
Transfer	0	
Upgrade skills for current job	25	31%
Personal interest	12	15
Other/unknown/blank	43	54
Total	80	100%

Source: Survey of five sections of various Aging and Disability taught during Fall semester 1988. No numerical values are available for the first three personal goals categories because the students were generally unable to choose between these categories. The large number of answers under Personal Goals in the upgrade skills for current job category reflects the enrollment of Montgomery County public schools teachers taking the Disabled Citizens course for teacher certification.

6. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

The Program Coordinator for Aging and Disability is in frequent contact with potential employers in the field, primarily public and private schools for handicapped children, group home providers, and providers of programs and services for the elderly.

Members of the advisory committee represent state, government, public schools, large private disability organizations for both children and adults, group home and job training providers, private and public human services providers, and higher education counseling personnel.

Although the advisory committee on Aging and Disability met every semester from 1980 through Spring 1987, they did not meet formally during academic year 1988 because the program coordinator was on leave. However, in informal discussion, the committee supported the proposed changes to the Aging and Disability program that presently are being reviewed.

Six of the nine members of the advisory committee represent organizations that employ graduates of the program.

7. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Eleven of the 12 1986 graduates of Montgomery College with Aging and Disability certificates were contacted by phone; the situation of the twelfth is well-known to the Program Coordinator. The results of the survey are as follows:

Number of respondents	12
Full-time job, directly related	50%
Full-time job, somewhat related	8%
Full-time job, not related	25%
Transferred, not employed	8%
Military, home responsibilities, other	8%
Transferred, regardless of employment	33%
Achieved personal goal	100%
Satisfied with instruction in program	100%
Among full-time employees:	
Began new job after college	100%
Satisfied with employment preparation	100%

Only 12 students graduated from Montgomery College in 1986. This note is intended to explain why we did not contact 15 students as asked for by the program evaluation request.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   We are satisfied that the Aging and Disability Certificate program is doing an excellent job, as measured by the enthusiastic responses of former students and employers. Although enrollment has been decreasing, the program performs a service that should become increasingly valuable in the future as the average age of Montgomery County citizens continue to increase.

9. **What action(s) does the College plan to take to address the above issues?**

   The College intends to address the above issues in several ways, primarily in the form of increasing information to the public. These include efforts to:

   - Develop a new brochure once the new 18 credit program is approved;
   - Publicize the program and specific courses among the large potential market of residents who are aged 60 or over;
   - Provide county employees with increased information about the program and course offerings;
   - Explore the possibilities of off-campus course offerings;
   - Provide in-service training for student development faculty, advising cadre, and other interested faculty.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Prince George's Community College**

PROGRAM TITLE: **General Studies**

PROGRAM HEGIS NUMBER: **4950-01** LEVEL OF AWARD: **AA**

1. **What is the purpose of the General Studies program at your college?**

   The General Studies program is designed for students who have not yet chosen a major field of study or who desire a liberal education. Its purpose is to provide the students with general educational skills and knowledge that will enable them to think and communicate intelligently, critically, and clearly, thereby equipping them for rational decision making in both the personal and professional arenas of life in an increasingly complex society.

2. **How are students using the General Studies program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the General Studies program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career	268	10%
Prepare for entry into different career	421	15
Update skills for current job	172	6
Prepare for transfer to four-year college	1,690	61
Self-enrichment/personal interest	209	8
Total	2,760	100%

Educational Goals	Number	Percent
Complete selected courses	869	31%
Earn a Certificate	347	13
Earn an Associate in Arts degree	1,564	56
Total	2,780	100%

   Source: Fall 1987 survey of students who enrolled in the General Studies program derived from the College application forms.

3. **What do you think should be the criteria for a successful General Studies program?**

   A General Studies program should provide students with:

   - The skills, abilities and confidence to continue the learning process throughout their lives;

- The ability to manipulate mathematical and discursive symbols, both to understand their environment, and to express intelligibly and communicate with clarity their needs and ideas;

- The understanding and appreciation of the shared values, beliefs and rituals of our culture, and a knowledge of the history of our cultural heritage;

- The ability to integrate knowledge from the various disciplines of thought to achieve an understanding of the connectedness of human ideas, beliefs and experiences;

- A respect for and an understanding of the cultures of other nations and of minority groups within this nation;

- An understanding of the rights, privileges and responsibilities of citizenship to foster effective participation in a democratic society;

- The capacity to enjoy leisure time in constructive and creative ways.

4. **What types of academic and student support services are available to students enrolled in the General Studies curriculum? Are any full-time faculty members assigned to the program? Are any special academic advising and/or other support services provided for General Studies students?**

A writing center and a tutoring center are available to students enrolled in the General Studies curriculum as well as to other students. These centers are open both during the day and the evening so that all of our General Studies students can be served. Full-time faculty direct these programs, and full-time faculty are given release time to work in them.

As well, the College administers a sophisticated career assessment and planning program to assist students in making informed career choices. Because many students in General Studies are uncertain about what they wish to pursue at this time, this program has been particularly useful to them.

Not only do we offer academic advising by our professional staff of counselors, several of whom are specifically assigned to General Studies students, but we have recently implemented supplemental student advisement with a faculty advisement program. This supplemental service is especially helpful to General Studies students who, because of their career uncertainty, find discussion with faculty from various disciplines valuable.

5. **Describe briefly how the General Studies program is administered and evaluated on your campus. Does the program have any formal internal or external advisory committee? If so, please indicate the composition of the committee. When did the committee last meet, and what types of recommendations were made?**

   The General Studies program has been delegated to the office of the Associate Dean of English Studies, whose responsibility it is to ensure that the program meets the Maryland Higher Education Commission's General Education requirements. The Associate Dean also maintains articulation with the neighboring four-year institutions to ensure that the General Studies program transfers to those institutions without credit loss, or with minimal credit loss.

   In addition, the Director of Institutional Research and Analysis (OIRA) compiles follow-up studies of General Studies graduates when they leave the College. A review of the findings from the OIRA survey of academic year 1986-87 graduates found that 46 of the 77 respondents--or 60 percent--had continued their college studies within a year of Prince George's Community College graduation. Fully two of every five did not continue their formal education. This adds to the picture of General Studies as a "catch-all" curriculum serving a diversity of student intents. Not solely a program to facilitate transfer, Prince George's Community College's General Studies is used in a variety of ways.

   In addition to the application instructions which direct students undecided about a major to indicate General Studies, financial aid requirements also play a role. To be eligible for financial aid, students must be degree-seeking. There is some anecdotal evidence that students who may not be interested in pursuing a degree select General Studies to avoid having financial aid denied.

6. **What action(s) does the College plan to take to address the above issues?**

   The College intends to continue to monitor the General Studies program as it has, tracking student personal and educational goals, so that they will correspond closely to the outcomes of the curriculum.

   Moreover, an ongoing interest in the program's transferability and general educational sufficiency will continue to characterize the College's administration of this important program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of General Studies programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Prince George's Community College**

PROGRAM TITLE: **Computer Programming**

PROGRAM HEGIS NUMBER: **5103-01** LEVEL OF AWARD: **Certificate**

1. **What factors account for the declining awards in this program?**

   Recent declines in the number of high school graduates have accounted for some of the declining awards in this program. Additionally, there has been an increase in the use of microcomputers in business and industry, resulting in a shift in interest away from traditional mainframe oriented programs. Beginning in Fall 1986, the College began offering a Microcomputer Applications Certificate, and as interest has increased in this program, it has decreased somewhat in the Computer Programming Certificate option.

2. **At what level does the College expect the awards to stabilize?**

   We expect awards to stabilize near current levels. Overall College enrollments are stabilizing and even showing a gradual increase. The Microcomputer Applications Certificate has now been offered for two full years and should have little further negative impact on enrollments for the Computer Programming Certificate.

3. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Fall 1987 Percent	Fall 1988 Percent
Selected courses only	16%	12%
Certificate	48	50
Degree	36	38
Personal Goals		
Exploration of new career field	26%	22%
Immediate job entry	26	30
Transfer	26	28
Upgrade skills for current job	15	17
Personal interest	7	3

Source: Registration data, Fall 1987 and Fall 1988.

4. **What factors account for the low placement of students in full-time jobs related to their field of training?**

   Compared to State averages, placement figures are not dramatically less than average. The percentage of graduates in directly related full-time jobs was 18 points over State average in 1984, and 12 points over State average for 1986. While the State shows more in somewhat related placements, our percentages have remained significantly higher in directly related placements, indicating that the graduates feel they are able to effectively use their training.

5. **What factors account for a goal achievement rate that is below the State average?**

   Many of the students in this program view the certificate as a stepping stone to the AA degree. For students enrolled in Fall 1987 and 1988, 36 percent and 38 percent respectively had elected to continue toward the AA degree. These students have goals extending beyond the certificate, which result in achievement rates that appear to be below State averages, simply because student long-term goals have not been achieved.

6. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   Contacts with employers are maintained on an ongoing basis through the use of an active Cooperative Education program. These employers are regularly invited to comment on our programs. They represent government agencies, such as IRS and NSA, and private companies, such as PEPCO and DEC. Their recommendations have included suggestions that the College upgrade the operating system on the mainframe computer to one more commonly found in the workplace, consider new full-screen editors, and offer courses on mainframe database systems. A formal advisory committee met once during the past year and is in the process of being reformed to include many of the above employers.

7. **What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions?**

   The College has recently installed a new operating system on the IBM mainframe, which will enhance its capabilities and make academic experiences closer to the reality of the workplace.

Additionally, approximately 50 IDS microcomputers were purchased to augment the academic program. New software and software upgrades have been purchased to further enhance instruction.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

This Certificate is a program of study designed to train traditional applications programmers, and as such is quite stable. It is a high quality, highly satisfactory program which responds to an employment need in the Washington, DC area for people with this type of training.

9. **What action(s) does the College plan to take to address the above issues?**

The College plans to continue to monitor trends among students concerning the shift away from this program into other certificate options. We believe the program is solid and enrollments will stabilize near current levels. We plan to further involve the program's occupational/advisory committee and strive to remain responsive to current industry trends in both content area and equipment.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Prince George's Community College**

PROGRAM TITLE: **Electronics Engineering Technology**

PROGRAM HEGIS NUMBER: **5310-01** LEVEL OF AWARD: **AA and Certificate**

1. **What factors account for the declining enrollment in this program?**

   The Electronics Engineering Technology program has declined in number because of a concurrent decline in the number of high school graduates in Prince George's County. Also, since black students have traditionally not enrolled in Engineering Technology programs and the county population has become increasingly black, our enrollment figures are affected accordingly.

2. **At what level does the College expect the enrollment to stabilize?**

   We expect enrollments to stabilize at slightly above their present level.

3. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Number	Percent
Courses only	72	15%
Certificate	102	20
Degree	319	65
Total	493	100%

Personal Goals	Number	Percent
Exploration of new career field	50	16%
Immediate job entry	53	17
Transfer	151	47
Upgrade skills for current job	51	16
Personal interest	14	4
Total	319	100%

4. **What factors account for the low placement of students in full-time jobs related to their field of training?**

   The Electronics Engineering Technology program at Prince George's Community Colleges is an ABET--accredited program that allows students to transfer to four-year BSET programs. Thus, graduates have the option of continuing in school as well as working in the field directly after graduation. When the percentage of transfers is added to students working in the field, the total is higher than the statewide average. We therefore see no problem and anticipate no changes.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The Engineering Technology faculty is continually in contact with local employers since we receive numerous unsolicited requests for graduates and near-graduates as employees. Also, most of the department faculty participate in the College's co-op program and thus travel to employer sites frequently.

   The department's part-time faculty are all full-time practitioners in the engineering field and their advice to us on current developments is invaluable. The advisory committee meets formally at least once a year, but contact with individual members is ongoing and much more frequent.

   Organizations represented on the Advisory Committee include large employers such as Digital, Tandy, and Honeywell and smaller firms with only a few technical employees. Approximately 75 percent of the Advisory Committee members represent organizations that employ Prince George's Community College electronics graduates. At the most recent Advisory Committee meeting, the enrollment situation was discussed. The committee felt that the program itself needed no changes but advised us on changes in recruitment procedures.

6. **What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions?**

   The Engineering Technology Department is indeed keeping up with its high-tech image. In recent years we have purchased or received donations of four DEC minicomputer systems and associated peripherals. Our test equipment is quite up-to-date and we are incorporating personal computer use into our technology courses.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The program is excellent. Although designed to prepare graduates for immediate employment, it also allows them to transfer to four-year schools; it has been successful at both.

8. **What action(s) does the College plan to take to address the above issues?**

   The department is stepping up its recruitment at the high school level. We are targeting individual schools, especially those with high minority enrollments, for special effort. We have just signed an articulation agreement with a local proprietary school.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Wor-Wic Tech Community College**

PROGRAM TITLE: **General Studies**

PROGRAM HEGIS NUMBER: **4950-01** LEVEL OF AWARD: **AA**

1. **What is the purpose of the General Studies program at your college?**

   The General Studies program at Wor-Wic Tech Community College leads to an associate in arts degree and is designed to prepare students to transfer to four-year colleges and universities at the junior level. Students who wish to enter health, law, education, and social services professions can consider this program as a viable route. Students who do not plan to transfer and who wish to pursue a liberal arts education at the associate degree level are afforded the opportunity to enroll in a variety of liberal arts and general education courses which include a distribution of courses within Arts and Humanities, English Composition, Social and Behavioral Sciences, Mathematics, Biological and Physical Sciences.

2. **How are students using the General Studies program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the General Studies program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career	68	41%
Prepare for entry into different career	17	10
Update skills for current job	4	2
Prepare for transfer to four-year college	63	38
Self-enrichment/personal interest	11	7
Other	3	1
No goal checked	1	1
Total	167	100%

Educational Goals	Number	Percent
Complete selected courses	2	2%
Earn a Certificate	4	2
Earn an Associate in Arts degree	161	96
Total	167	100%

Source: College Computer Services Department

3. What do you think should be the criteria for a successful General Studies program?

The criteria for a successful General Studies program must blend excellence and teaching meaningful curricula. Specifically, the criteria for a successful program are the following:

- Qualified faculty committed to excellence in teaching
- Faculty striving to be current in their disciplines
- Structured program of student advisement
- Curricula requiring students to read, write, and think critically
- Curricula which are relevant and practical
- Articulation with four-year institutions
- Class matrices scheduled to be compatible with work schedules of students
- Survey of former students to obtain opinions and suggestions
- Class sizes determined by disciplines
- Full-time faculty supplemented with part-time faculty who are professional educators and practitioners external to the College.

A successful General Studies program can be realized by having qualified and dedicated faculty who design curricula to meet the needs of students. The combination of a strong advisement system, articulation with four-year institutions, surveying former students, thoughtful selection of part-time faculty, and a continued assessment of the program provide a positive direction for success and excellence in a General Studies program.

4. What types of academic and student support services are available to students enrolled in the General Studies curriculum? Are any full-time faculty members assigned to the program? Are any special academic advising and/or other support services provided for General Studies students?

Housed in the General Studies Department is the learning assistance center and testing center for reading and writing skills. Students who test at a level requiring support in the basic skill areas of reading and writing are required to enroll in developmental courses.

In addition to enrollment in developmental courses, students are required to spend two laboratory hours weekly for each developmental course in which they are enrolled. Learning assistance is also provided to all full- and part-time students who request assistance and to those students referred by their instructors. Full and part-time faculty members are scheduled in the learning assistance center which is in operation seven days a week and is open approximately 40 hours weekly.

In addition to the learning assistance center, the student support services of Wor-Wic Tech Community College provide career planning and placement, a STEP TWO program (Start Toward Educational Planning and Training for Work Opportunities), which offers guidance, training, individual counseling, and referral to community services to single parents and displaced homemakers.

Financial aid alternatives available to students include federal grants, special grants, and various types of loans. There are also 13 types of scholarships for which students may apply.

Counseling and an academic advising system are available and are provided on an individual basis.

5. **Describe briefly how the General Studies program is administered and evaluated on your campus. Does the program have any formal internal or external advisory committee? If so, please indicate the composition of the committee. When did the committee last meet, and what types of recommendations were made?**

The administrative structure in the General Studies Department is via the Dean of Instruction, the Department Head, and the faculty. The evaluation is accordingly a composite of input from the Dean, the Department Head, and the faculty.

The General Studies Department has a Program Advisory Committee. Membership is comprised of eight professionals within the community, one student member, and all full-time faculty within the department. The Program Advisory Committee meets once each semester and provides input into the curriculum and program development. Currently the Program Advisory Committee is formulating plans to provide funds for a scholarship for a General Studies student. The last meeting was held in October 1988.

6. **What action(s) does the College plan to take to address the above issues?**

The College has been supportive of the issues of the General Studies Department. Many of the criteria listed for a successful program are being implemented through administrative support.

Appropriate public relations have been made in recruitment endeavors through a video tape in which the General Studies program is included.

Professional development support, funds for attending workshops, seminars, and professional meetings have been available. Recruitment of additional full and part-time faculty has been realized and met with a positive and realistic approach.

Various College committees examine and assess the mission and governance of present trends and future needs. Their energies focus on the promotion of excellence.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is to be commended for the establishment of a General Studies Program Advisory Committee that includes members of the local community as well as college faculty and administrators.

The College is urged to review the comments and recommendations made in the statewide evaluation of General Studies programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1988

COLLEGE: **Wor-Wic Tech Community College**

PROGRAM TITLE: **Business Management**

PROGRAM HEGIS NUMBER: **5001-01** LEVEL OF AWARD: **AA**

1. **What factors account for the declining enrollment in this program?**

   Although there have been up and down movements in Fall enrollment numbers from year to year, we feel the longer trend has been upward. Enrollments in 1986, 1987 and 1988 are all higher than 1985. Fall 1986 enrollment of 207 was exceptionally high with enrollments in 1987 and 1988 for 175 and 203 lower but moving in an upward direction. Enrollments in 1988 were only three short of the record 1986 enrollment. Wor-Wic Tech is experiencing some competition for students with Salisbury State University but expects the upward trend to continue.

2. **At what level does the College expect the enrollment to stabilize?**

   It is expected that the upward trend in enrollment will continue as the service area continues to broaden its commercial base.

3. **What factors account for the low number of awards in this program?**

   The number of awards in comparison to total enrollment is low but has improved as a percentage of enrollment in 1987 and again in 1988 over 1986. Award level is comparable to some of the other Maryland community colleges.

   In order to properly respond to this question, a study of the first-time entrants in the Fall of 1984 was done. We specifically attempted to find out what happens to the students who do not complete a full program. It was found that the low level of awards is attributable to several factors.

   - Most students attend school on a part-time basis and work full-time. Of the students registering for this program for the first time in 1984, 90 percent worked full-time and attended school part-time. Of the 1988 graduates, 83 percent worked full-time. This greatly extends the time commitment students must make to achieve an award. Besides contributing to a lag in awards versus enrollments, not all students are able to personally commit themselves to a four to seven-year program. Of the students registering for the first time in Fall 1984, 42 percent have stopped attending for personal reasons and another 18 percent have stopped attending because they have moved from the area or for other reasons.

- o Of the students registering for the first time in Fall 1984, 40 percent never intended to earn a degree; they planned on only taking courses of interest.

- o Prior to completing an AA degree, students transfer to four-year institutions in the area and work toward a bachelor's degree.

4. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   Contacts with employers about the program have included two Program Advisory Committee meetings in the past year, a DACUM panel of industry representatives to design the Materials Management program, contact with the Greater Salisbury Committee seeking students for the new Materials Management option, and letters to major employers advising them of our program offerings and support. In the banking area we are expanding our advisory committee and have explored participating in short-term AIB training programs.

5. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

	1984 Entrants	1985, 1986, 1987 and 1988 Graduates
Number of respondents	21	29
Response rate	57%	65%
Full-time job, directly related	32%	38%
Full-time job, somewhat related	32%	28%
Full-time job, not related	26%	28%
Part-time job	5%	3%
Seeking work, not employed	0	3%
Military, home responsibilities, other	5%	
	100%	100%
Transferred regardless of employment	14%	14%
Achieved personal goal	80%	59%
Satisfied with instruction in program	100%	100%

Among full-time employees:		
Began new job after college	-	26%
Satisfied with employment preparation	-	63%

6. **What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?**

   Higher discipline cost per credit hour is primarily due to the size of the program. Class sizes are relatively small with few large classes to offset the smaller classes. The result is high direct cost per credit hour. Higher salaries of senior faculty members have a minor impact on costs.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   Faculty, students, and local businesses judge the quality of the program to be excellent.

8. **What action(s) does the College plan to take to address the above issues?**

   Wor-Wic Tech has been involved in a continuing process to update and offer new options to make our Business/Banking program more attractive to students and industry. During Fall 1988, four new Business Management options were offered based on industry feedback. The three certificate programs, Supervisory Development, General Business, and General Banking, fit in with industry requirements. Our Materials Management option to the Business Management AA program was developed by a DACUM panel of industry representatives. Additionally, the Banking Program Advisory Committee met this Fall and agreed to reorganize. This reorganized committee will meet in the Spring and should have a positive impact on enrollments in the Banking program.

   The success of these programs, by increasing enrollments, will reduce the discipline cost per credit hour. By updating programs with industry input and offering certificate programs, it is expected that the ratio of awards to students will increase.

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